84-4691 Minister's Advisory Committee on Further Education. 1983-1984 annual report (Alta.)

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Minister's Advisory Committee on Further Education

1983 • 1984

The Honourable Dick Johnston

Alberta

Alberta
ADVANCED EDUCATION

Devonian Building, 11160 Jasper Avenue, Edmonton, Alberta, Canada T5K 0L1

MINISTER'S ADVISORY COMMITTEE
ON FURTHER EDUCATION

AUGUST 4, 1984

The Honourable Dick Johnston
Minister of Advanced Education
127 Legislature Building
Edmonton, Alberta
T5K 2B6

Dear Mr. Johnston:

I am pleased to submit for your review and consideration the 1983-1984 Annual Report of the Advisory Committee on Further Education.

Over the past year, your Committee has provided opportunities to ensure public participation on Further Education issues. Public Meetings were held in High River, Claresholm, Red Deer and Jasper. Further Education Councils, post-secondary institutions, and the general public expressed their views by submitting written Briefs; these are included in an appendix to the Report.

The Report outlines the predominant issues raised at the Public Meetings. Of utmost concern is the need for continued financial support of non-credit courses and a general affirmation of the lifelong learning concept. Another concern raised was that post-secondary institutions, during this period of financial constraint, are reluctant or unable to provide administrative support to their further education/continuing education services. The need for continued discussion on the future of Adult Education was also an identified concern. The Committee has included the report of the five Consortia, as requested by you last Fall.

Your Committee respectfully requests your considered attention to the recommendations made in this Report.

Yours sincerely,

John Tewnion.

John Tewnion, P.Eng.
Chairman
Minister's Advisory Committee
on Further Education

JT/ls

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STATEMENT AND RECOMMENDATIONS OF

THE MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

The Minister's Advisory Committee On Further Education has experienced, this past year, the busiest period of its history. The number of Briefs submitted increased two-fold over the previous year.

The Committee feels the present economic situation is partially responsible for the upsurge in interest and concern regarding adult education.

This year a large number of Further Education Councils celebrated their tenth anniversary. From the initial year of operation in 1972-1973, the number of courses offered through Further Education Councils has grown from 2,200 to 22,059 in 1983. During the same period, the number of participants has increased from 28,200 to 334,147. One adult Albertan in four participated in Further Education supported programs in 1983.

While agency and institutional representatives provided the bulk of Further Education course offerings, the Committee wishes to acknowledge the vital role played by the great number of Further Education Council volunteers. About 1,200 in number, they are important and vital linkages in the Council network. Without their service, thousands of rural Albertans would not be able to take advantage of any formal learning opportunities at all.

The facilitating role of your Department and the involvement of the hundreds of volunteers across the Province, has made Further Education Services and its Councils a success story unsurpassed in the history of Adult Education in this country. Despite economic restraint, it is hoped the Minister will continue to strongly support this service.

We are pleased to report that a number of recommendations submitted by this Committee last year have been implemented. These include:

- The issue of Coordinators' salaries which, as recommended, were left to the discretion and judgement of the individual Councils.

- Further Education Services, as recommended, is encouraging Councils to accept greater responsibility for the conduct of their own affairs without having to abandon their cooperative linkage with the Designated Hosting Authority.

  Additionally, the Councils can, if they wish, form their own societies and become their own Designated Hosting Authorities.

- Learning Systems of Advanced Education has a pilot project with Alberta Public Works, Supply And Services Department to provide teleconferencing learning opportunities using the Rite System after regular office hours. If the project is successful, it will help in reducing long distance telephone charges for institutions delivering education courses through teleconferencing.

- The Committee is also pleased to report that a long awaited professional development program for Coordinators is now being developed as a joint venture between Further Education Services and ACCESS (Alberta Educational Communications Corporation).

In addition to acknowledging the progress that has been made, the Committee wishes to bring to your attention the following specific comments and recommendations based on the Briefs received; your directions regarding Consortia; and our own observations.

1. FUNDING FOR FURTHER EDUCATION NON-CREDIT COURSES

In the past twelve months, our Committee has received a large number of Briefs expressing fears that the level of funding to Further Education Councils for the offering of non-credit courses might be reduced.

The 85 Further Education Councils in this Province provide a very valuable service to Albertans. This point has been expressed to us in all corners of the Province from groups such as senior citizens, local politicians, homemakers, teachers, librarians, and volunteer groups.

More often than not, particularly in rural areas, Further Education Councils are the only source of learning opportunities for these citizens. The statistics on participation stated at the beginning of this Report illustrate the importance attached to this service by the people of Alberta.

IT IS RECOMMENDED THAT, IF AT THIS TIME, FUNDING FOR FURTHER EDUCATION SERVICES AND CONSEQUENTLY THE FURTHER EDUCATION COUNCILS, CANNOT BE INCREASED, IT SHOULD AT LEAST BE MAINTAINED AT THE SAME LEVEL.

2. PUBLIC SERVICE COMMITMENT

In time of economic restraint, post-secondary institutions often need to re-examine their priorities. Extension and continuing education services are often the first target for budget reallocation. This practice has placed extreme pressure on continuing education services.

In post-secondary institutions across the Province the main victims are part-time learners who have seen a significant reduction in services being offered.

Outreach students are being particularly affected by this practice as institutions attempt to give first priority to the on-campus students, often neglecting students learning at a distance.

IT IS RECOMMENDED THAT THE MINISTER REMIND POST-SECONDARY INSTITUTIONS OF THE IMPORTANCE OF THEIR PUBLIC SERVICE ROLE AS BEING AN INTEGRAL PART OF THEIR MANDATE.

3. FUTURE OF ADULT EDUCATION

The future of adult education is a subject that has generated a large number of discussions in the past year. Most of these discussions centered around a paper circulated by Dr. Desmond E. Berghofer, Assistant Deputy Minister, Program Services Division.

The importance of this concern was highlighted by your endorsement of the Advanced Education Provincial Planning Group that was formed to discuss, in a more formal setting, the impact of our ever changing society on Adult Education in Alberta.

It should be noted that your Committee on Further Education neither refutes nor endorses the ideas contained in Dr. Berghofer's paper titled THE DEVELOPMENT OF EDUCATIONAL POLICY IN THE CONTEXT OF LIFELONG LEARNING, dated March 2, 1983. However, it strongly supports the discussion and consultation processes which are presently taking place.

IT IS RECOMMENDED THAT THE DEPARTMENT ENCOURAGE FURTHER DISCUSSIONS ON THE LONG RANGE PLANS FOR ADVANCED EDUCATION WITH THE GOAL OF BETTER PREPARING ALBERTANS TO DEAL WITH ISSUES THAT MIGHT AFFECT THEIR FUTURES AND THE FUTURE OF THIS PROVINCE.

IT IS ALSO RECOMMENDED THAT THE DEPARTMENT ENCOURAGE AND SUPPORT INCREASED RESEARCH IN AREAS OF ADULT EDUCATION, TO BE CARRIED ON BY POST-SECONDARY INSTITUTIONS.

4. CONSORTIA REPORT

At the Minister's request, the Advisory Committee On Further Education has examined the five different Consortia in this Province: Big Country Educational Consortium, Chinook Educational Consortium, Pembina Educational Consortium, North Peace Adult Education Consortium and Yellowhead Region Educational Consortium.

In order to accomplish this task, a questionnaire dealing with the different aspects of Consortia was sent to each Consortia Coordinator.

Five teams made up of two Advisory Committee Members were each assigned a specific Consortium to visit. Each team met with the Coordinator, some Board and Local Advisory Committee Members, local politicians and students.

The following is a brief overview of our observations. We feel it will be more appropriate and effective at this point for this Committee to limit our comments and recommendations on the Consortia system in general.

The Visits

All Committee Members were extremely pleased with what they saw and what they heard during their visits. Members felt that an aura of satisfaction, cooperation, success and optimism was continually prevalent in each Consortium.

In general, the Coordinators were energetic and dedicated, the Board Members interested and cooperative, the Local Advisory Committee Members involved and enthusiastic, and the students hard-working and satisfied.

The Committee feels that in Alberta the Consortia concept is working well and should continue to be supported by the Department.

In our opinion, each Consortium has developed its own unique personality and character which is a reflection not only on the communities they serve, but of the dynamic and different approaches, favoured by their respective Coordinators.

IT IS RECOMMENDED THAT THE DEPARTMENT CONTINUE TO PROVIDE STRONG SUPPORT TO THE CONSORTIA CONCEPT ACROSS THE PROVINCE.

The Committee recognized that there are no serious problems within the Consortia system. However, some concerns were identified.

Geographical Gaps

The five Consortia are spread across the Province. In general they attempt to meet the educational needs of the people in the region they serve. Some of them have established artificial geographical boundaries and strongly feel they should not assume responsibilities for communities outside these boundaries. This approach has created some gaps in the Province.

Concerns regarding the absence of educational services have been brought to the attention of this Committee by communities such as Claresholm, High River and Barrhead.

IT IS RECOMMENDED THAT ARTIFICIAL GEOGRAPHICAL BOUNDARIES CREATED BY SOME CONSORTIA BE ABANDONED AND THAT EDUCATIONAL SERVICES (CREDIT COURSES) BE PROVIDED IN COMMUNITIES WHERE THEY ARE NEEDED.

Relationship With Further Education Councils

The Consortia were created to offer credit programs in areas which were not adequately served by post-secondary institutions.

In most of this Province, cooperation exists between Further Education Councils and Consortia and this cooperation needs to be recognized and emphasized as both systems are complementary.

IT IS RECOMMENDED THAT CONSORTIA CONTINUE TO OPERATE WITHIN THEIR ORIGINAL MANDATE (CREDIT COURSES PROGRAMMING).

IT IS ALSO RECOMMENDED THAT CONSORTIA AND FURTHER EDUCATION COUNCILS EXPLORE NEW AREAS OF COOPERATION THAT WOULD CONTINUE TO COMPLEMENT THEIR RESPECTIVE SERVICES TO THE COMMUNITY.

Participation Of The Post-Secondary Institutions

Without the active participation of the post-secondary institutions in this Province, Consortia would not exist. They are the essence and the foundation upon which the system is based.

The success of a Consortium can often be measured by the level of participation and interest of the post-secondary institutions involved. Often, it is through the relationship developed between each institutional representative and the Consortium Coordinator that some sense of continuity can be provided and the effectiveness of the system can be maximized.

IT IS RECOMMENDED THAT THE POST-SECONDARY INSTITUTIONS INVOLVED IN A CONSORTIUM MAKE EVERY EFFORT TO APPOINT A REGULAR REPRESENTATIVE ON THEIR RESPECTIVE CONSORTIUM BOARD.

Consortium Conference Objectives And Recommendations

Members of the Committee were invited to attend the annual conference of the Consortia. At this two day event, a number of discussions on the future of the system took place. Consortium Members submitted the following objectives and recommendations to the Committee:

a) The Consortia need to develop a comprehensive system of distance delivery technology combining the teleconference interactive capability with video transmission. A second shared activity would be the development of mobile training units for planned use between Consortia areas.

b) The Consortia will require the development of a process by which the following shared activities can be undertaken:

.1 Joint use of resources, expertise and facilities.

.2 Combine efforts in promotion and public awareness.

.3 Defined systems to ensure learner "centredness" in identifying specific course needs, provincial availability of services for identified needs and mechanisms to encourage transferferability of credits taken through Consortia activities.

c) The Consortia need to devise an effective process of needs identification and to measure the effectiveness of the specific responses as well as the overall operating effectiveness of each Consortium.

d) The mandate of Consortia needs to be examined and defined with specific reference to:

.1 Responding to community needs (community development).

.2 Role as a change agent and in what context.

.3 Role in developing concepts of learner and community "centredness" in use of educational resources.

.4 Defining a concept of lifelong learning and the role of Consortia in relation to that concept.

These objectives and recommendations are either consistent with those made previously by this Committee, or in line with our own observations made during our Consortia visits.

<u>THEREFORE, THIS COMMITTEE ENDORSES AND RECOMMENDS THE IMPLEMENTATION BY THE DEPARTMENT OF THE CONSORTIUM CONFERENCE RECOMMENDATIONS.</u>

Paraphasing a written comment of one of the Consortium Coordinators we can say that: Just, as the Further Education Councils have been recognized as being tremendously successful in bringing non-credit programming to Albertans over the past twelve years, so too have the Consortia been tremendously successful in decentralizing credit programming over the past five years. Alberta now has two unique and complementary models of Adult Education Program delivery which are of national and international significance, in terms of recognition and applicability.

RECOMMENDATIONS

RECOMMENDATIONS

1. FUNDING FOR FURTHER EDUCATION NON-CREDIT COURSES

- IT IS RECOMMENDED THAT, IF AT THIS TIME, FUNDING FOR FURTHER EDUCATION SERVICES AND CONSEQUENTLY THE FURTHER EDUCATION COUNCILS, CANNOT BE INCREASED, IT SHOULD AT LEAST BE MAINTAINED AT THE SAME LEVEL.

2. PUBLIC SERVICE COMMITMENT

- IT IS RECOMMENDED THAT THE MINISTER REMIND POST-SECONDARY INSTITUTIONS OF THE IMPORTANCE OF THEIR PUBLIC SERVICE ROLE AS BEING AN INTEGRAL PART OF THEIR MANDATE.

3. FUTURE OF ADULT EDUCATION

- IT IS RECOMMENDED THAT THE DEPARTMENT ENCOURAGE FURTHER DISCUSSIONS ON THE LONG RANGE PLANS FOR ADVANCED EDUCATION WITH THE GOAL OF BETTER PREPARING ALBERTANS TO DEAL WITH ISSUES THAT MIGHT AFFECT THEIR FUTURES AND THE FUTURE OF THIS PROVINCE.

- IT IS ALSO RECOMMENDED THAT THE DEPARTMENT ENCOURAGE AND SUPPORT INCREASED RESEARCH IN AREAS OF ADULT EDUCATION, TO BE CARRIED ON BY POST-SECONDARY INSTITUTIONS.

4. CONSORTIA REPORT

- THE VISITS - IT IS RECOMMENDED THAT THE DEPARTMENT CONTINUE TO PROVIDE STRONG SUPPORT TO THE CONSORTIA CONCEPT ACROSS THE PROVINCE.

- GEOGRAPHICAL GAPS - IT IS RECOMMENDED THAT ARTIFICIAL GEOGRAPHICAL BOUNDARIES CREATED BY SOME CONSORTIA BE ABANDONED AND THAT EDUCATIONAL SERVICES (CREDIT COURSES) BE PROVIDED IN COMMUNITIES WHERE THEY ARE NEEDED.

- RELATIONSHIP WITH FURTHER EDUCATION COUNCILS - IT IS RECOMMENDED THAT CONSORTIA CONTINUE TO OPERATE WITHIN THEIR ORIGINAL MANDATE (CREDIT COURSES PROGRAMMING).

- IT IS ALSO RECOMMENDED THAT CONSORTIA AND FURTHER EDUCATION COUNCILS EXPLORE NEW AREAS OF COOPERATION THAT WOULD CONTINUE TO COMPLEMENT THEIR RESPECTIVE SERVICES TO THE COMMUNITY.

- PARTICIPATION OF THE POST-SECONDARY INSTITUTIONS - IT IS RECOMMENDED THAT THE POST-SECONDARY INSTITUTIONS INVOLVED IN A CONSORTIUM MAKE EVERY EFFORT TO APPOINT A REGULAR REPRESENTATIVE ON THEIR RESPECTIVE CONSORTIUM BOARD.

- CONSORTIUM CONFERENCE OBJECTIVES AND RECOMMENDATIONS MADE LAST MAY - THEREFORE, THIS COMMITTEE ENDORSES AND RECOMMENDS THE IMPLEMENTATION BY THE DEPARTMENT OF THE CONSORTIUM CONFERENCE RECOMMENDATIONS.

BRIEFS RECEIVED FROM

THE PUBLIC DURING

1983-1984

BIG COUNTRY EDUCATIONAL CONSORTIUM BRIEF

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

OCTOBER 24, 1983

823-8300

BIG COUNTRY EDUCATIONAL CONSORTIUM
RAILWAY AVENUE AND FIFTH STREET EAST
BOX 419, DRUMHELLER
ALBERTA T0J 0Y0

Community Needs Assessment Council
Drumheller and Region

Final Proposal

October 19,1983

CONTENTS:

1. Summary of Objectives

2. Structure

3. Operating description

4. Program Priorities 1983-1984

5. Fiscal budget - 1983-1984

Member Institutions: Alberta Vocational Centre, Athabasca University, Medicine Hat College, Mount Royal College, Olds College, Red Deer College, Southern Alberta Institute of Technology (SAIT), The University of Calgary.

COMMUNITY NEEDS ASSESSMENT COUNCIL

SUMMARY OF OBJECTIVES

The Needs Assessment Council is presently composed of the following members:

Ted Earl, Drumheller, Recreation and Parks
Bev Hall, Brenda Wilson, Drumheller and District Further Education Council
George Wallis, Superintendent, Drumheller Valley School Division
Bill Doyle, Superintendent, Starland School Division
Diana Meller, Drumheller Family and Community Support Services
Tom Goddard, Russell Horvey(Hanna), Alberta Agriculture
Al Whittall, Barb Nash, Big Country Educational Consortium

The membership remains open.

STATEMENT OF PURPOSE

The purpose of the Needs Council is to continuously operate a needs assessment process in the area of the membership and as defined by the members.

With the effective identification of needs and possible methods of servicing these needs, the Council will then attempt to establish collaborative efforts in producing solutions.

Specific objectives:

1. Share data collected by individual members pertaining to the area.
2. Identify specific research areas which are of particular importance to the individual members and conduct the research through the staff of the Council.
3. To complete a general needs assessment and collaboratively interpret the results and possible areas of joint efforts.

COMMUNITY NEEDS ASSESSMENT COUNCIL

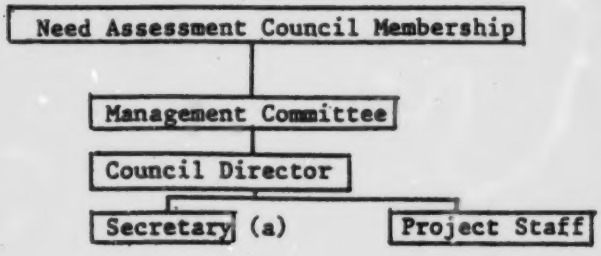
STRUCTURE

The Council will be made up of its membership and will meet periodically to set project definition and review research results.

Each fiscal year, commencing Jan. 1,1984, the Council would begin a program and budget plan approved by October of the previous year.

Each particular project would be undertaken as a complete plan and budget for which funds would have to be secured. Each approved project will be managed by a paid Council Director who would hire all project staff planned and approved by the Council.

The needs assessments undertaken by the Council would be available to all members and others in the community as required. There may be a necessary charge to ensure that non-council requests can be met.



(a) The secretarial function could be provided by the membership or a member organization.

COMMUNITY NEEDS ASSESSMENT COUNCIL

OPERATING DESCRIPTION

The Community Needs Assessment Council would operate on a critical path similar to the following:

TARGET DATE	ACTIVITY
Oct 15/83	Approval of plan by members
Oct 31/83	Proposal presented to Department of Advanced Education
Oct 31/83	Report to Minister's Advisory Committee on Further Education.
Nov 15/83	Research priorities defined by Council
Nov 30/83	Council officers elected for 1984
Nov 30/83	Research projects submitted for NEED grant for staffing
Dec 15/83	Council funding approval from Department
Jan 15/84	Council Director hired
Jan 30/84	NEED funding approved
Jan 30/84	BCEC Needs Assessment reviewed for implications
Feb 15/84	First research projects undertaken
Feb 28/84	Palliser study on demographics reviewed for implications
May 30/84	First project (community priorities) reviewed
Sep 30/84	Second project(new and existing production technology for farmers) to be reviewed
Oct 30/84	Program plan and budget for 1985 presented

The above represents a sample plan of how the Council may operate in a fiscal year. The actual steps in the plan still require definition.

COMMUNITY NEEDS ASSESSMENT COUNCIL

PROGRAM PRIORITIES FOR 1984

The Council will undertake to conduct research in the following areas in this first fiscal period.

1. To assess the nature of priorities of needs as perceived by residents of the different communities in the area of the Council.
2. To catalogue community facilities, their availability and the manner in which the residents of Drumheller would consider using these facilities.
3. To assess the nature of existing inter-agency communication patterns and assess alternative models for effective and coordinated planning.
4. To assess developmental needs of the residents of Drumheller and identify the areas requiring service support.
5. To assess the needs of farmers in the area of new and production technology to determine the means to service those requirements.

This list has yet to be confirmed through setting priorities and planning an effective sequence of implementation.

The Council would have to determine the research parameters in each of these projects.

COMMUNITY NEEDS ASSESSMENT COUNCIL

ADMINISTRATIVE BUDGET 1984

This budget identifies the major administrative costs for the operation of the Council. Primarily, it identifies staffing costs to provide the direction of each research project. The projects themselves would require additional funding from other sources.

Essentially, this budget itemizes the request for funding to the department of Advanced Education. It is also assuming that secretarial and office costs will be assumed in some form by the membership.

Salaries and benefits:

Research Director	$23,000 (full-time)
Secretary	$15,000 (full-time)
Benefits	$ 3,800
Total	$41,800

Office Costs:

Supplies	$ 2,000
Telephone	$ 1,500
Postage	$ 1,000
Total	$ 4,500

The following costs are considered to be undertaken by the membership.

Office space
Office furniture
Office equipment
Utilities

A further saving may be made if the provision of secretarial services can be undertaken by the membership.

The application for funding to the Department of Advanced Education will total $ 46,300 at maximum and $ 29,800 at minimum.

CONTINUING EDUCATION AND EXTENSION

MOUNT ROYAL COLLEGE BRIEF

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

OCTOBER 24, 1983

MOUNT ROYAL COLLEGE

FACULTY OF CONTINUING EDUCATION AND EXTENSION

RESPONSE TO LIFELONG LEARNING PAPERS

"THE DEVELOPMENT OF EDUCATIONAL POLICY IN THE CONTEXT OF LIFELONG LEARNING" by Desmond E. Berghofer. March 2, 1983

and

"EDUCATIONAL INSTITUTIONS AND COMMUNITY-BASED LEARNING: FACILITATING A NEW BALANCE" by Alan Vladicka. March 9, 1983

1. INTRODUCTION

1.1 The papers which have been presented by officials of Advanced Education on Lifelong Learning present certain similar elements of a future scenario in education. Though we could not agree with, and took exception to, some of the analysis and terminology in the papers, our response concentrates on the policy proposals which were presented. In addition, the Government's rationale for proposing changes to higher education is summarized along with the salient points from each of the papers. Our reaction to the policy implications presented in both papers is contained in section 5 of this response.

2. RATIONALE FOR CHANGES TO HIGHER EDUCATION

2.1 The Alberta Government is less able to provide adequate levels of funding for higher education.

2.2 The current recession has shaken the public's confidence in the belief that higher education leads to a constant improvement in the standard of living.

2.3 The social experts, trained within higher education institutions, have proven to be unable to explain and to solve society's current ills.

2.4 In short then, according to the authors, higher education has failed society as we know it in the early Eighties.

2.5 The emerging Information Society will focus the need to reform education on changing labour force skills and changing learner needs requiring value education, greater individual autonomy, broader criteria to permit greater access, recurrent education models, and greater part-time involvement.

RESPONSE TO LIFELONG LEARNING PAPERS.

3. THE REFORM MODEL

3.1 Education should foster an "intuitive anticipatory" approach to knowledge which emphasizes knowledge integration as opposed to the university, discipline-based model which is reductionist.

3.2 Education and learning are a lifelong process which requires a flexible, open delivery system.

4. THE ALBERTA GOVERNMENT'S INITIATIVE

4.1 The Government should "facilitate" rather than "compel" a shift toward an "individual-centered" lifelong learning system fostering intuitive knowledge.

4.2 Four specific policies are proposed in Vladicka's paper. Our response to these follows in section 5.

5. RESPONSE TO THE POLICY PROPOSALS

Each point corresponds ordinally to Vladicka's four proposals.

1) *The scope of the Program Coordination Policy can be broadened to include expansions, extensions, improvements, new methods of delivery, and other programming changes. This would enable institutions to pursue desirable changes without the financial incentive to develop only new programs, which has in the past tended to skew the system in a particular direction. Since all such initiatives would be competing for the same funds, institutions would be encouraged to consider the relative priority of new programs, expansions, new delivery systems, and other improvements in what might be learned a holistic manner, which could result in significant new directions being taken.*

5.1 Broadening the scope of the Program Coordination Policy to provide financial incentives for a wider range of program initiatives and changes would be welcomed. Given the unavailability of funds for post-secondary education, an expanded Program Coordination Policy without financial backing would be unrealistic. However, to assume that funds in and of themselves will produce the desired change in philosophical direction may be rather simplistic in this day and age of grantmanship.

Both Vladicka's and Berghofer's papers provide little substantive direction regarding the types of changes which would embody the reform they envisage. There is no discussion of the importance of alternative processes of instruction, the implications of vocational/career concepts like generic skills, or existing functionally oriented, multidisciplinary instructional models. New multi-media delivery systems premised on operant and discipline- and teacher-centered instructional approaches, are less likely to advance the intuitive approach advocated by the authors. The authors' lack of consideration of human factors is glaring. Considerable and extensive study of educational innovation has shown the burden of change and reform falls on the individual instructor.

Is society ready politically, philosophically and financially to subsidize continuing education programs to the same degree as it has funded formal school instruction? What criteria would be used to select continuing education courses or programs eligible for further funding? What price of accountability would be imposed on those continuing education courses or programs funded on a level comparable to formal programs? Would the result of fully subsidizing some continuing education programs be, as educator John Ohliger fears, the eventual extension of formal, mandatory, institutionally-controlled learning from cradle to grave? Ohliger is a former university professor who now heads Basic Choices, Madison, Wisconsin. A widely published author with some 50 books and articles to his credit, Ohliger is a respected adult education philosopher and practitioner. He has led the counter attack together with such noteables as Professor Alan Knox, University of Wisconsin, and Bud Hall, Secretary General, International Council for Adult Education, on that bastion of institutionalized adult education mandatory continuing education. The arguments against increased credentialing and coerced participation in in-service training are premised on sound principles of learning motivation and are borne out by recent research on professional competence.

We expect that it would take individual institutions an incredibly long time to repriorize their goals. Do they possess the requisite resources to undertake these studies? We could expect that within the public, consultative framework the movement toward the reforms envisaged would be almost imperceptible given the tendency of reform to parody the past. Success in expanding institutional support for continuing education might have an unintended effect. Increased competition within and among institutions for a fixed financial base can be predicted to generate tremendous intra- and inter-institutional conflicts. The winners of such conflicts are not necessarily the most innovative or deserving programs, but rather those which may be sponsored by more politically astute faculty, or which are better supported. Since there is little incentive for individual faculty to change the status quo, and probably much more of a threat, a Government sincerely committed to an educational change strategy must be prepared to provide decisive leadership.

2) *The Further Education Policy could be expanded beyond the emphasis on non-credit recreational-type programs, enabling Councils to coordinate the provision of a much broader range of learning opportunities in their communities. This includes the possibility of Councils being established in particular localities of large cities, as individuals in those communities articulate their needs for learning opportunities. It could also entail greater control by the local Council of funds available for "further education" activities, including those in institutional base budgets, which would be allocated with the approval of the Council. Such changes have the potential to enhance greatly the ability of communities to broker those educational services which are in demand, from whatever agency is able to provide them.*

5.2 Expansion of the scope and mandate of the Further Education Policy and councils should be recommended only after carefully studying the American 15-year use of state and regional higher education consortia.

A study of the United States experience conducted for the Saskatchewan Community College system in 1977-78 (P. Hurly, Inter-institutional coordination of adult education services, Saskatoon Community College; ERIC #173 530) showed that while voluntary cooperation and coordination among institutions is desirable, generally state legislatures have had to coerce education. Dysfunctional duplication of courses, articulation between junior colleges and universities, coordination of resource allocation and use, and numerous other systems problems endemic in an educational system which expanded rapidly following World War II, have been dealt with in the United States via legislated educational consortia.

Ironically, initiatives by the Calgary Further Education Council to implement the coordinated planning and implementation of continuing education programs in Calgary have not been financially supported by Alberta Advanced Education.

Government should recognize that the current financial model for continuing education encourages a certain degree of course duplication and low degree of risk taking in programming. Since continuing education units, such as Mount Royal's Faculty of Continuing Education and Extension, must recover all direct educational costs and contribute roughly 30 percent of their revenue to overhead, areas of high public demand, e.g., dancercize, assertiveness training, petroleum accounting, receive considerable attention while areas of important social contribution like literacy or legal awareness receive marginal treatment. The danger of shifting or untried markets cause continuing educators to behave very conservatively in the fact of uncertainty. The lack of risk capital, either in

the form of grants or a percentage of a previous year's revenue, also constrains the development of programs requiring long-term amortization of costs. The tendency instead is for continuing educators to look for a quick return on their investment and to minimize losses.

This reform proposal would also challenge the strong non-interventionist philosophy within the Province. The existing regional nature of the Alberta Further Education Councils, not to mention the colleges and universities, will continue to promote certain inefficient economies of scale in an age where distance education models such as the Open University, and national models in Western Europe, and Third World promote greater efficiency. Educational planning must also ensure that the process is effective as well as efficient. Noted instructional technologist Ivor Davies reminds us that efficient means doing things right. Effective means we do the right things.

3) *The Innovative Projects Fund could be utilized to support projects aimed at the development of community-based learning systems, focussing on the human development needs. The Innovative Projects Policy would continue to fulfill its role of encouraging 'experimental' projects aimed at improving the quality of education, but with a shift in emphasis toward community-centered integrative learning.*

5.3 This recommendation begs the question: Does the community, particularly employers, want community-centered integrative learning? In an age where the pressure socially, economically, even politically, is on higher education to become more functional and career oriented, is the tax-payer prepared to subsidize "human development" education? Berghofer's paper in particular suggests that educational institutions have the mandate, not to mention the vision, to be proactive. For the most part, the history of educational practice does not support this outlook, at least not since the Industrial Revolution.

Nothing in either paper addresses the broad issue that a minimum of 70 percent of adult learning is self-directed, and the numerous recommendations for aiding this form of learning endeavour that have been proposed. Alan Tough, Alan Knox, Richard Gross and Patricia Cross are four of the most eloquent proponents of non-institutionally based learning. Tough's research at the University of Toronto (OISE) in particular has shown the useful help which libraries and other institutions can provide to aid self-directed learners either to initiate or to carry out their projects. Ironically, despite Advanced Education's advocacy of intuitive learning, the Faculty of Continuing Education and Extension has not yet received funding for the Calgary Learning Exchange for 1983-84. This project epitomizes lifelong and self-directed learning at its best.

4) *The activities relating to the development and application of educational technology and distance education systems, currently subsumed under the Technology in Education Policy Project, could also be aimed at complementing the concept of community-centred learning. In fact, much of this activity is already directed at the concept of community learning centres. Cooperative institutional involvement in this activity could be further facilitated by the establishment of Technology Advisory Groups, perhaps under the 'umbrella' of an Educational Technology Foundation, whose function would be to provide guidance and coordination in this area. With the broadening of the Program Coordination Policy to include delivery systems and other program improvements, no other special funds would be required to support this activity, assuming that institutions consider such projects as high priorities for limited funding.*

5.4 The suggestion that capital intensive educational design can be implemented without additional funding is repugnant. There will also need to be considerable attention to such sensitive matters as inter-institutional jurisdictions, loss of income generation, individual incentives for change and academic freedom.

We are concerned that the sudden willingness of Alberta Educational planners to embrace the 15-year old concept of "community-based" education will become a justification to turn more responsibility for funding over to the private sector and public foundations. This trend has been apparent in American higher education for some years. A 1982 issue of Adult Education pointed out one serious repercussion of this trend in the United States - knowledge generation through research and classroom curriculum can be and, in some instances, is controlled and dictated by the non-governmental funding sources.

Another outcome of "community-based" education witnessed by Britannia, a Vancouver project which may be Canada's oldest community school/learning project, is that radical shifts in funding and the lack of long-term financial stability, undermine the primary purpose of the community institution. Instability funnels off valuable resources in an effort to keep the venture solvent, resources which could be used to achieve the organization's mandate. The Government must not surrender its role to assist society to achieve a consensus on important social priorities, like the concept of lifelong learning, and must be prepared to fund adequately those programs approved as a social service. Government bureaucracy remains the most manageable vehicle for redistributing social wealth to ensure equal access and opportunity.

September 30, 1983.

FACULTY OF EXTENSION

THE UNIVERSITY OF ALBERTA BRIEF

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

OCTOBER 24, 1983

UNIVERSITY OF ALBERTA EXTENSION

SUBMISSION TO THE MINISTER'S ADVISORY COMMITTEE ON FURTHER EDUCATION

Red Deer, Alberta October 24, 1983

The University of Alberta, Faculty of Extension is anxious to provide continuing education opportunities for adults living outside of Edmonton. Our resources are limited however, so it may not be possible to meet every need. We look to the Colleges, Consortia and Further Education Councils to advise us of the continuing education needs in their areas which we might meet.

The University is pleased to note the emphasis that the Committee places on co-ordination. We feel it is very important that institutions do not duplicate each other's activities. When this happens it means fragmented audiences and small, uneconomical classes. Our view is that local requirements should be assessed by a local agency and then, where indicated, they should call on us to try and provide specific courses or programs that fall within our competence.

University of Alberta Extension is very interested in using new technology to deliver courses to outlying points. We have been monitoring progress although we have only had limited involvement in direct applications. We have not assembled any hardware for teleconferencing or televised lectures. Our hope is that delivery networks will be set up that will be available to all course originators on a "common carrier" basis. We are supportive of the Committee's recommendations in this area. We recognize that this technology is expensive and hope that the economic impact on users can be minimized by co-ordination and some subsidization of line and television charges.

As part of the system of University Continuing Education in Alberta, we have some specific research objectives of our own.

- We wish to develop with our sister Institutions criteria for distinguishing the adult education projects to be pursued by each institution.

- We want to have Statistics Canada re-institute the collection of data descriptive and analytical of adult education. Without such data, research is seriously inhibited.

- We wish to obtain funding for:

  1) Developing a profile of contemporary adult learners in Alberta, noting which constituencies of learners are unserved and what barriers impede access to adult education.

  2) Preparing an inventory of Alberta facilities for the provision of adult education, their programs and thrusts, and a projection of what adult education needs might be in the short-term future.

3) Preparing a profile of practitioners of adult education with a view to determining how closely their skills match the requirements of the task they perform.

The Federal Government's Skill Development Leave Task Force's report "Learning a Living in Canada" has implications for adult educators and learners. At University of Alberta Extension we are looking forward to examining its content and reacting to it. Obviously any movement toward more universally available paid educational leave will result in expansion of our responsibilities.

We appreciate the opportunity to provide feedback to the Minister's Advisory Committee on Further Education. It is gratifying that this important segment of the educational system is receiving an increasing amount of attention and support.

Charles Lockwood, Dean
Faculty of Extension

CONTINUING EDUCATION

EDMONTON PUBLIC SCHOOLS BRIEF

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

OCTOBER 24, 1983

ORAL PRESENTATION, RED DEER, OCTOBER 24, 1983

Mr. Chairman, Members of the Ministers Advisory Council.

My apologies for not having a prepared brief. I hope this however will not in any way reflex as a lack of importance of my concern.

The concern I represent is an all too common adult ill.

Statistics vary considerably as to the frequency of this ill:

- rates vary from 18% to 37% of the adult population in this province and across the nation that suffer daily and constantly: It affects his thinking ability, his job opportunities, his ability to solve problems, to maintain his standard of living - to develop a healthy self concept.

Not only does he suffer (I say he because this seems to be more common as a male malady). His family suffer. This suffering is seen in: Standard of living, life style, place of residence. Their educational, social, emotional, physical and health problems are often greater.

And so all of us are affected.

The adult ill I speak of is illiteracy.

Many levels of government municpal, provincial, federal even UNESCO have expressed concerns.

Recently these levels have been successful in publicizing their concern. They have developed films for use by local TV stations. They have established a campaign called "The Write Break". Numerous press releases have been published. They have made the public aware and have encouraged the illiterate.

But, Alas! Little or no funding has been made available. This is a very expensive program with many problems.

How to Reach? How to Teach? How to Hold?

But this is **ONE** program where

"You help people help themselves".

I urge the Board to make the minister(s) aware of the problems of Adult Illiteracy in the Province of Alberta. And further, to urge that programs - funds be available for the instruction of Basic Literacy for the disadvantaged adult. Specifically: - That funds be designated (similar to the English as a Second Language for New Canadians) to provide adult basic literacy programs.

Concerns that must be addressed:

1. Who is - who should be responsible for adult literacy?

2. Identify programs recognized as successful in eliminating adult illiteracy.

3. Concern for the Prevention of Adult Illiteracy. A task force should be organized to. Determine the cause of and prevention of adult illiteracy. The task force should concern itself with:

   a. educational programs

   b. learning disabilities - children youth, adults.

   c. social problems that tend to create illiteracy.

Austin Youngberg,
Director, Continuing Education
Edmonton Public Schools.

ADULT LITERACY IN CANADA

INTRODUCTION

For the most part in the 1960's and 1970's, adult literacy training in Canada has been carried out by:

1. the federally funded Canada Manpower Training Programme where the emphasis has been on training leading ultimately to employment through programmes such as the Basic Training for Skill Development (BTSD) and Basic Job Readiness Training (BJRT);

2. a small number of voluntary and private organizations working with learners on a one-to-one basis or in local communities; and

3. sporadic school board and college activity.

THE STATISTICS

There are many ways of analyzing the "literacy problem" among adult Canadians. In fact, the substantive research in this area has used the level of educational attainment of the population as reported in the Census of Canada. This approach accords with UNESCO'S guidelines on the measurement of illiteracy. It should be emphasized, however, that this measuring device is only a gross indicator of the potential population who may require adult literacy training or wish to enrol in an adult basic education programme.

At the time of the 1976 Census, 5.5 percent of the population had an educational attainment of less than grade 5 and a further 22.8 percent had between grades 5 and 8. These statistics are commonly interpreted as indicating the presence of about one million adult illiterates and a further three and one half million functional illiterates respectively. Thus, in Canada, it is estimated that there are just under five million adults who may need help in acquiring the basic skill of communication and numeracy or opportunities for improving skills which have become "rusty" over a period of time.

Table 1 indicates the situation in Canada from 1961 to 1976. It should be noted that although numbers and percentages of undereducated adults are declining, the rate of decrease is greater than the decline in numbers of undereducated adults. This discrepancy may be explained by the overall increases in the total adult population.

Table 1. Population 15 Years and Over Not Attending School Full-Time, by Education Level, 1961, 1971 and 1976.

Year	Total Population 15 years+	Less than Grade 5		Grades 5 - 8	
		Number	Percent	Number	Percent
1961	11,046,605	1,024,785	9.3	4,141,561	37.5
1971	13,168,020	937,440	7.1	3,961,905	30.1
1976	15,402,030	856,060	5.5	3,520,595	22.8

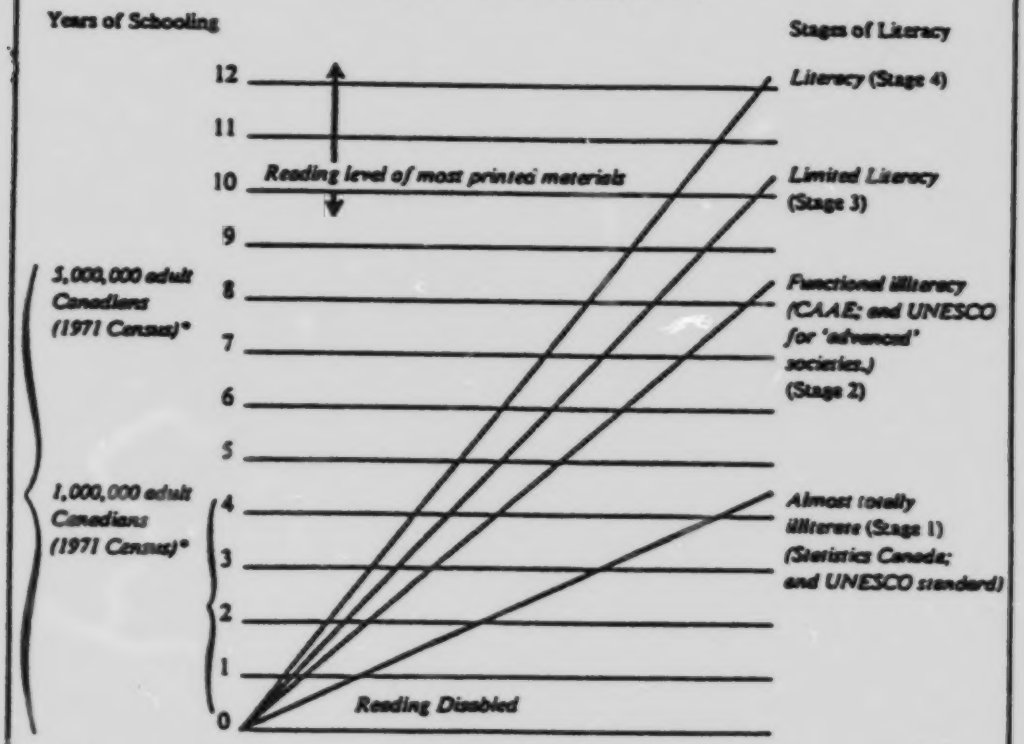
Table 2. Population 15 Years and Over, Not Attending School Full-Time,[1] Showing Level of Schooling for Canada and the Provinces, 1976 Census.

Region	Population 15 Years and Over	(a) Less than Grade 5[2]	(b) Grades 5-8	(c) Less than Grade 9	(c) as a % of the Canadian Total
Canada	15,402,025	856,060	3,520,595	4,376,655	100.01
%	100	5.5	22.8	28.4	
Nfd.	338,640	40,205	94,630	134,835	3.08
%	100	11.9	27.9	39.8	
P.E.I.	76,525	3,785	21,185	24,970	.57
%	100	4.9	27.7	32.6	
N.S.	547,595	23,560	125,850	149,410	3.41
%	100	4.3	23.0	27.3	
N.B.	440,820	34,555	127,310	161,865	3.70
%	100	7.8	28.9	36.7	
Quebec	4,191,160	312,785	1,219,725	1,532,510	35.02
%	100	7.5	29.1	36.6	
Ontario	5,550,345	246,865	1,147,070	1,393,935	31.85
%	100	4.4	20.7	25.1	
Manitoba	692,185	45,475	155,820	201,295	4.60
%	100	6.6	22.5	29.1	
Sask.	618,375	39,715	158,630	198,345	4.53
%	100	6.4	25.7	32.1	
Alta.	1,199,855	46,150	194,445	240,595	5.50
%	100	3.8	16.2	20.0	
B.C.	1,708,300	56,630	269,800	326,430	7.46
%	100	3.3	15.8	19.1	
Yukon	14,065	700	1,775	2,475	.06
%	100	5.0	12.6	17.6	
N.W.T.	24,170	5,625	4,355	9,980	.23
%	100	23.3	18.0	41.3	

[1]Includes "attending part-time."
[2]Includes "no schooling" and "kindergarten."

Source: Statistics Canada. Population: Demographic Characteristics, Level of Schooling by Age Groups. 1976 Census of Canada. Catalogue 92-827. Ottawa, 1978.

Literacy — a developing ability



In the 1976 Census, 836,060 Canadians 15 years and over not attending school full-time had less than Grade 5 and a total of 4,376,635 had less than Grade 9.

There are four stages at the right of the chart which refer to adult reading development. From the bottom to the top they are:

1. The stage at which a person's ability to read and write is so limited that it cannot be used for communication.
2. The stage at which a person can read to a significant degree but may need help from others who read in order to function in a print society.
3. The stage at which a person experiences difficulty in handling reading materials beyond his functional needs.
4. The mature reading stage: a person is able to read and understand nearly all material except only the most esoteric and technical materials beyond the person's interest.

ADULT LITERACY IN ALBERTA

As indicated by the 1976 Census figures some 240,000 Albertans are functioning in terms of literacy skills at less than a grade 9 standard. Programming to combat this problem has been sporadic. Under Manpower Training Grants, the two A.V.C. institutions in Edmonton and Calgary have maintained active literacy programs as an adjunct to general adult basic education. Each program only caters to four or five dozen students a year. School Boards have on occasions offered literacy programs and institutions such as the Public Library and the Y.M.C.A. and Y.W.C.A. have always maintained an interest in this area. But there has been no overall thrust supported by the government to seriously tackle the problem of illiteracy. In the past two years, some 13 pilot projects have been launched by various institutions. They average about $24,000.00 each a year. It should be emphasized that these are pilot projects, that funding is reviewed each year and that they are in no way to be considered on-going programs. They are funded under Advanced Education Special Project Grants.

LITERACY PROGRAMS EDMONTON PUBLIC SCHOOLS C.E.C.

The Continuing Education Centre of Edmonton Public Schools has offered programs in basic literacy for adults since 1980. For the first two years programming was limited to two evening classes conducted by two teachers two evenings a week. Beginning of the 1982, school year literacy programming was expanded by two full day teachers catering to some 15 to 16 students and was a special department of Advanced Education pilot project funded under Special Projects Grants. The annual support for the project amounted to some $38,000.00 a year. Being a special project, this grant is reviewed every year. This project is still maintained and known as the Alex Taylor Project. It operates as a "drop-in" program and caters to inner city residents with reading grade age between 0 to 5. The project is operated at Alex Taylor School.

In January of 1983, as part of the thrust generated by the "Write Break" Campaign, more ambitious daytime programming in Literacy was initiated. The "Write Break" Campaign was a province wide advertising campaign run jointly by ACCESS and the Department of Advanced Education. The purpose of the campaign was to heighten public awareness of the problem of Albertan illiteracy, generate interest in the area and to show potential students that there was help available. As a result of the "Write Break" campaign and other activities, a greatly increased volume of students applied to the Continuing Education Centre for Literacy programs during the winter of 82-83. Our program was expanded by a staff of seven full day teachers and five evening classes. In terms of 40 hour programming this centre was catering to over two hundred 40 hour per session students or just over one hundred individual people in a variety of 100 hour, 50 hour and 40 hour programs.

CONCLUSIONS

There can be no reason to doubt statistics which are officially quoted for the illiteracy rate for Alberta. Our own experience indicates a steady intake of customers in response to advertising. We have indeed reached the point where we are turning away students due to lack of base funding to support an expanded program.

It should be noted the programming for adult literacy is expensive and difficult work. It cannot be compared to the norms of any other type of program. The problems of providing instruction for adult illiterates fall into several distinct areas. These areas are contitioned by level of literacy, socio-economic problems of the student and the whole complex range of emotional and life skills inhibitions of the low literacy student. In general, the problems created by these factors dictates the necessity for small class groupings, individualized programming, a wide range of support services i.e. counselling and Social Services and the necessity of employing highly qualified and skilled teachers. As there is no such thing as a standard curriculum for literacy, a well equipped resource room is a necessity and the teaching model must cater for preparation time for individualized programming. Taking into account all of the foregoing factors it is probably true to say that literacy programming is almost twice as expensive as E.S.L. programming. Where $2,600.00 will provide programming for 15 E.S.L. students for 100 hours, to provide the same 100 hours of instruction for an average cross section of 15 literacy students would cost over $6,000.00. Literacy programming on a per student basis costs about $4.00 per student per hour.

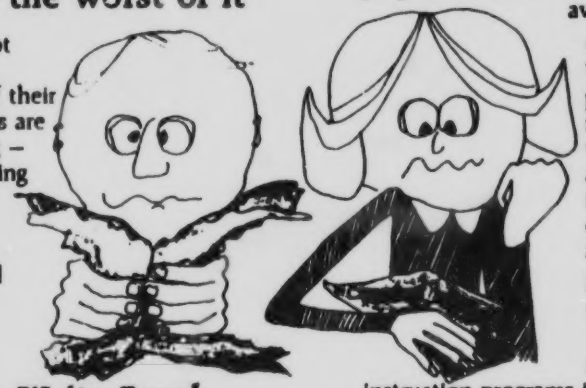
The Write Break!

Many adult Albertans can't read this brochure

Most of us take reading and writing for granted. But about a quarter of a million adults in Alberta haven't had the opportunity to develop these skills fully. That's one in five adults in Alberta who can't read this brochure ... or, at least, would find it very difficult.

And that's not the worst of it

For these Albertans, not being able to read this brochure is the least of their problems. Literacy skills are vital to everyday living – needed to write shopping lists, compare prices, check bills, write cheques and letters, read newspapers – and they are essential for most jobs.



They need the *Write Break*

Literacy classes, tutoring, and upgrading programs are already in place in many Alberta communities, and they can be organized in any community. Alberta Advanced Education and Manpower and ACCESS are working together to increase awareness of these services. This campaign is called "The Write Break" ... because that's what so many Albertans need right now ... "The Write Break!"

With your help, they can get it

It takes a lot of volunteer assistance to help the 250,000 adults in Alberta who need "The Write Break," and there are several ways you can be a part of this campaign.

- Find out about the literacy programs in your area by calling the regional Write Break number listed below.
- If there isn't a program in your area, find out how you can help individually or how a program can be organized by contacting the Further Education Branch: ask about literacy programs in Alberta and the resources available.
- Tell others about "The Write Break" and the programs available ... remember, many of those who want help are not aware of the opportunities for instruction, and many of those who could help are not aware of the need.

Find out more about the *Write Break*

For information about reading and writing instruction programs in your area, phone:

Ft. Vermilion/High Level 927-4431
Grande Prairie – 539-2911
Slave Lake – 849-2281
Ft. McMurray – 791-4800
Grande Centre – 594-7571
Edmonton – 427-7767
Red Deer – 342-3211
Calgary – 261-3930 ext. 260
Lethbridge – 329-3233 or 320-3323

OR CONTACT:

Further Education Branch
Alberta Advanced Education and Manpower
11160 Jasper Ave., Edmonton, Alta. T5E 0L1. Ph. 427-5624

Alberta
ADVANCED EDUCATION AND MANPOWER
FURTHER EDUCATION SERVICES 427 5624

ACCESS
Alberta Educational Communications Corporation

DIVISION OF CONTINUING EDUCATION

THE UNIVERSITY OF LETHBRIDGE BRIEF

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

FEBRUARY 23, 1984

CONTINUING EDUCATION: THE THIRD SYSTEM

Throughout history lifelong learning has been instrumental to the achievement of personal and societal goals. To assist mankind in the achievement of these goals, learning systems were developed, most notably the Elementary/Secondary system and the Post-secondary system. There is also the third system or the "shadow" system that precedes, exists side-by-side and succeeds the other two systems. This is the Continuing Education system. It is a system that not only encompasses parts of the other two systems, but is also supported and promoted by parents; family; community, relgious and ethnic groups; the media; human service, cultural and recreational agencies; peer groups, the workplace; and, of course, the individual himself/herself.

Although all three learning systems are in need of strengthening, it is the purpose of this submission to comment upon the perceived role of government and universities in the third system and, in particular, their roles in regard to non-credit programming.

Government and The Third System

The primary role of government in the third system is one of leadership. Shaping, reshaping and coordinating lifelong learning policies, policies that will not only meet the needs of all Albertans but also chart future lifelong learning directions. Five components are essential to this leadership role.

1. Equity

   Special initiatives are required to overcome a number of inequities that currently exist in the system and prevent equal access by qualified citizens; inequities that create barriers to participation because of geography, financial hardship or social status. A number of questions need to be addressed in regard to equity:

   Should there be equitable funding for credit and non-credit courses?
   For what courses or programs should students receive assistance?
   Who should receive assistance?
   What institutions should be eligible?

2. Innovation, Research and Training

To best serve the continuing education system, government should exercise a role in research, innovation and training. The following kinds of activities should be supported:

a) Basic research on the adult learning process
b) Demonstration and evaluation of a variety of delivery systems for lifelong learning, i.e. tutorial programs, education in the workplace, and non-traditional delivery sytems.
c) Demonstration and evaluation of a variety of experiments in educational brokering, i.e. community schools, consortia.
d) Research into the effectiveness of television, radio, and other media in providing lifelong learning opportunities.
e) Training of competent adult educators.

3. Information and Counselling

Information about education and career opportunities should be as accessible and comprehensible as possible to students and potential students. What programs currently exist? Who operates them? What audience is served, by age, income level or educational level? What non-educational and other services are available to participants?

4. Technological Support Systems

For reasons of efficiency and economics, it is appropriate that the development and maintenance of technological support systems - computer, teleconference and cable networks, satellites, etc. - be the responsibility of the provincial government.

5. Planning and Coordination

From a university perspective the existing continuing education system has become fragmented and a need has developed to manage the system in a more explicit manner. Three examples will suffice.

a) This exercise, if the university role in continuing education is to be fully disclosed, must be presented twice, once to the Minister's Advisory Committee on Further Education and secondly, to the Minister's Advisory Committee on University affairs

b) In order to meet community learning needs, the government, over the past ten or so years, has created and funded Further Education Councils, Consortia and Community Schools. All were well intentioned and, on paper, designed to work. Unfortunately, in reality, all is not well. There is confusion in the field as to distinct roles and programming mandates, administrative structures, geographical boundaries and discrepancies in amount of capital and operating funds received by each. For an institution like The University of Lethbridge time alone does not permit us to maintain the level of contact that we should be maintaining with them in order to meet our community responsibilities. Thus, I am certain our credibility has suffered.

c) Competition and duplication of effort and services is occurring among the province's post-secondary institutuions, and learners would be better served by a less competitive, more cooperative approach in program development and delivery. Institutions must come to understand their place and their responsibilities in the system and, if need be, maybe government should put them in their place - either with appropriate sanctions or appropriate incentives, whatever the case may be. Some may be doing more than they should, others not what they should.

Universities and The Third System

In their mission statements, all Alberta universities attest their dedication to teaching, research and public service. Mission statements aside however, universities also face some realities that may prove to be the demise or the salvation of their public service non-credit endeavors. These realities are:

1. Demographics

The drop in eighteen-year-olds from now until the end of the century is well documented. Yet few universities have analyzed this data and the impact this reality will have on their programs, unless of course, they decide to accommodate a different kind of learner.

2. Resources

All universities have lost to inflation and declining governmental support. These realities coupled with a potential loss of tuition revenue does not bode well for public service. Public service is a mid-level or lower priority and hence is either the first to "get the axe" or told to "earn a profit".

3. Competition

In North America today only twenty percent of all students engaged in higher education attend universities or colleges. The remaining eighty percent are obtaining their education through corporate or government sponsored educational activities. No longer is higher education the monopoly of an academy, nor should it be. We do live in a learning society. Nevertheless, the inability to compete, particularly in the area of high technology areas does not enhance university morale or improve its community prestige.

4. Legitimacy

Every institution dependent on the larger society for esteem, reputation and support, must be perceived as doing what needs to be done. Unfortunately, this legitimization appears to be on the wane and the decreasing levels of support for post-secondary institutuions and external criticism is evidence of this.

Institutuional Initiatives

In recognition of the foregoing realities, what initiatives might a university take in order to avoid "institutional arthritis" and the prospect of becoming an "academic museum".

In a recent submission to the Royal Commission on Economic Union and Development Prospects for Canada, Dr. John Woods, President of The University of Lethbridge, boldly stated that, "Faculties of Continuing Education should be refurbished and placed at the centre of university life. Courses and programmes should be created with great imagination and made available flexibly and generously...brilliantly taught and attended by procedures for credible and convincing certification".

Universities do have a distinctive role to play in the continuing education system as higher learning - here defined as liberal learning beyond the post-secondary level and vocational learning in fields that demand a significant intellectual ingredient - is the main business of a university. Unfortunately, in their search for dollars or in their attempt to be "all things to all people" some university standards and procedures have become shoddy. The following revitalization suggestions offered:

1. Mainstreaming the Adult Learner

   Provisions must be made to totally integrate the adult learner whether part time or full time, credit or non-credit, into the main business of the university. To do so, modifications will have to occur in procedures, policies and programs.

2. Expansion of Public Service Programs

   The opportunity exists for the university to become more active in continuing education for professionals. Most professional have had some form of university experience and it is inherent for the university to provide updating as it is for the professional to obtain it.

Opportunities also exist in the area of liberal arts education. Although a difficult area to promote and develop, societal progress and possibly even survival depend upon the knowledge and cultural values that are contained within the liberal arts. Programs that can enrich people's lives, raise levels of taste, challenge the imagination and yield products of artistic and economic value must not be set aside.

3. Participation in Community Action Programs

Universities should not hesitate to become involved in problem-solving action programs. The problems of the community are interdisciplinary in nature and what more opportune place than a university to undertake research and programs aimed at resolving some of these problems.

"The future is in minds" and all efforts must be directed towards the following if the human learning system is to be strengthened:

a) Citizen Awareness:
   i) That learning is an individual responsibility;
   ii) Of the new social and technological realities.

b) Institutuional Renewal Through:
   i) Awareness that they are part of the human learning system;
   ii) Awareness of their responsibility in strengthening the system;
   iii) Recognition that educating adults is a fundamental responsibility;
   iv) Program adjustment to accommodate the adult learner;
   v) Acknowledgement that non-credit education is important to society as well as to its individual citizens.

c) System Management Through:
   i) Government leadership in establishing policy and future directions;
   ii) Committment to a philosphy;
   iii) Funding accountability, i.e., "no strings attached" vis-a-vis earmarking,

SUBMITTED BY:

CHARLES H. McCLEARY
DIRECTOR, DIVISION OF CONTINUING EDUCATION
THE UNIVERSITY OF ALBERTA

DIVISION OF CONTINUING EDUCATION

LETHBRIDGE COMMUNITY COLLEGE BRIEF

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

FEBRUARY 23, 1984

Lethbridge Community College
Division of Continuing Education
Presentation to the Ministers Advisory Committee
on Further Education
February 23, 1984

There are several issues relative to community education within the Province of Alberta that we would appreciate the opportunity of discussing. While expressing our perceptions of these issues we also recognize that general incentives have been implemented by the Province to enhance the accessibility of learning experiences for adults. Delivery of community education could be greatly enhanced by the provision of the following:

1. Administrative Funds - funds are required to support the staffing of community education within Colleges. There has been little or no funding to support the administrative costs of community education divisions within Colleges. Even in some Colleges where support was given in the developmental stages of the College, the growth of community education and demand for services certainly has not been considered in the current funding base. In addition to programming all Colleges are required to provide community development and leadership services within their respective communities. Without funds being provided, the local leadership that is required to implement Provincial incentives, would not be available.

Base line funding should be provided to each College in proportion to the activities that they are, or will be prepared to carry out in Community Education.

2. Credit Programming Funds - funding is required to meet the needs of adults. One of the areas of greatest growth in community programming is the need adults have to take credit courses concurrent with full-time employment. No additional funds have been provided for Colleges for this vastly expanding interest area. Funds should be provided consistent with programming needs in a given community.

3. Distance Education and Alternate Learning Systems - with the emphasis being given by the Province to reach out to rural Alberta there is a need to have the technology to do so and the developmental and operating funds to support such a service.
Funds are required to mount and operate such delivery systems as teleconferencing, computer managed learning, computer assisted instruction, as well as the traditional correspondence courses.

4. Further Education Support - unlike many organizations within further education councils, colleges and technical institutions have a prime responsibility to deliver educational experiences for adults. As such institutions should receive a lump sum to provide short-term non-credit courses for their area, thus eliminating the course at a time approval that presently takes place.

We feel that some of the community education incentives that have been introduced into the province can be greatly enhanced if the above four concerns are resolved.

LETTER FROM

FURTHER EDUCATION COUNCIL

CARDSTON SCHOOL DIVISION NO. 2

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

FEBRUARY 23, 1984

Cardston School Division No. 2
P.O. Box 10 Cardston, Alberta Phone 653-3762

February 7th, 198

To: Ministers Advisory Committee
On Further Education

Dear Committee Members:

Please accept this letter from the Cardston School Division Further Education Council in support of the proposals from the Lethbridge Community College which will be formally presented to your committee in February.

Three of their issues are of a major concern to us as a council.

1) Funds for credit courses in rural areas. Many adults in our area have requested credit courses which will enable them to improve their working skills, or upgrade their present educational level. At the same time they must continue to work and provide for their families. The college in our area is their only source for this learning, travel time and expense becomes a major problem. And many have time conflicts i.e. only day time classes offered. We could very likely fill classes in our own community if the college had the funds to provide such a service.

2) Funds to provide a leadership role with rural Further Education Councils. The L.C.C. have in the past appointed a member of their staff to act as a member of rural Further Education Councils. This has been of great benefit to us all. They have also provided some professional development opportunities for both council members and co-ordinators. With present fiscal policy this may no longer be possible without funds for this specific purpose. We urge you to take this recommendation to the minister and encourage him to set policy and provide funds for this vital service.

3) Proposal re Distance Education and Alternate learning systems. The era of new technology is here to stay, certainly the scope of educational service has become very broad. It is important that we keep up-to-date with alternate learning systems. We also need to be constantly reaching out from the central service centers to the remote and unserviced areas. We support the college proposal for funding for alternate and distance learning.

Thank you for this opportunity to express our support to you. May your Committee meetings be successful and provide you with the overall picture of the concerns of Further Education in the province.

Yours truly,

Rhea Jensen
Co-ordinator
Further Education

rj:ih

C.C. John Thompson, M.L.A.
Dale Heyland, L.C.C.

LETHBRIDGE LIFELONG LEARNING ASSCCIATION BRIEF

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

FEBRUARY 23, 1984

TO: The Minister's Advisory Committee Further Education Services

FROM: Lethbridge Lifelong Learning Association

DATE: February 16, 1984

Recently some member agencies have had their program grants refused because they did not carry a tuition fee or the tuition charged was too low. In pursuing the matter with the Department, the agencies were advised that Further Education Services was "suggesting a guideline of $1.00 per hour as minimum tuition for courses supported by Further Education grant money". In addition one agency was advised of the following "Financial Partnership" principle:

"In developing and reviewing the further Education Policy of 1977, one of the basic principles which determined the final agreement was that of a "Financial Partnership" which stated:

> "Instructional costs incurred in providing further education programs would continue to be borne primarily by users. Alberta Advanced Education and Manpower would continue to provide incentive funding through leadership, limited instructional support grants, administrative grants, and travel grants".

This idea has been restated in our recent regulations as "The Shared Financial Partnership Principals":

> "Costs incurred in the provision of further education activities are to be borne primarily by users. Alberta Advanced Education may provide facilitative and incentive funding through leadership, limited instructional support, and administrative grants to Further Education Councils".

It is our intention to adhere to this principale by requesting that further education councils establish a reasonable tuition for each course offered under their auspices and apply their programming grant support where needed in order to ensure that participation costs are reasonable and nonrestrictive (a minimum of $1.00/instructional hour/participant is seen to be an excellent guideline in this regard).

I should add that councils have the ability to alter this guideline with our support as circumstances warrant. Indeed our Policy Guidelines and Procedures (attached) state that:

> "It is seen as desirable by Advanced Education and Manpower that no interested Alberta citizen be deprived of the opportunity to participate in a further education program because of an inability to pay tuition or other participation costs".

While this presumes a tuition fee for all courses, it recognizes the need for some operational flexibility in determining tuition levels consistent with circumstances being addressed. Thus, when courses directed at the needs of the elderly, for example, have low or no tuition fees, Council may approve the course for funding without violating the spirit of the policy."

Although we are pleased with Further Education Services' flexibility in the matter of setting tuition fees, we wish to make known our position on the following.

1. Policy, Guidelines and Procedures also state:

   "Advanced education institutions should continue to provide financial support for public service functions through their regular operating budgets".

   In addition to advanced education institutions, some local hosting agencies also support public service functions through their regular operating budgets. Therefore, assuming a function is a legitimate <u>educational</u> endeavor approved by the Local Further Education Council, Further Education Services should not be concerned about the manner in which it was funded or how much the learner paid. Their only concern should be whether or not the function was a legitimate one in terms of it having some educational objectives. The funding of a function is, in our opinion, an agency concern and in that regard, the setting of a tuition fee is the agency's prerogative. Who else has the "sense" of its community and its clientelle than the local hosting agency?

2. It is also our belief that some courses should be tuition-free. In fact Dr. Desmond Berghofer in his discussion paper, "The Development of Educational Policy in the Context of Lifelong Learning" makes reference to the type of learning that we believe should be tuition-free, namely, courses and programs that focus on the problems and issues of society. Examples include international unrest, proliferation of the arms race, ecological problems, civic affairs, personal life problems - drug abuse, suicide, etc.

There are also a variety of other reasons as to why an agency might choose not to levy a tuition fee. For example, the fee might contravene an agency's community mission, be in conflict with some other supporting source of funds, or it could well be that the mere task of collecting and receipting the fee would not be cost efficient.

3. Finally, we wish to express our displeasure with Further Education Services' use of "closet" principles, as stated in the letter quoted earlier, as justification for some of their recent actions.. To our knowledge, the "financial partnership" principle was part of some original discussions pertaining to the development of the 1977 Further Education Policy, Guidelines and Procedures. However, the principle was never stated in a government approved policy document. In fact, even now the revised policy is being held in abeyance pending further government consideration.

   To quote, discuss or consider a principle is one thing, but to implement it prior to its acceptance by government or its being made known in the public domain is, in our opinion, wrong.

In conclusion, we applaud the government for its support of lifelong learning through its Further Education Policy. No doubt shortcomings exist in the policy, but we look forward to our active involvement in the initiatives that are apparently forthcoming in regard to the "Trans-Industrial" society.

WILLOW CREEK FURTHER EDUCATION COUNCIL BRIEF

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

FEBRUARY 23, 1984

CONCERNS REGARDING THE LACK OF PROGRAMME FUNDING AVAILABLE FOR CREDIT PROGRAMMING IN RURAL AREAS

The Government of Alberta has stated[1] that

> it is committed to providing learning opportunities for adult Albertans through a co-ordinated and comprehensive system of community based education.

The Alberta Universities Act states:

> It is a duty and function of each University to contribute to the educational and cultural advancement of the people of Alberta at large.

The purpose of the Willow Creek Further Education Council is to provide leadership and service to enable individuals to pursue the process of life-long learning.

It is not difficult to grasp from the foregoing information the fact that life-long learning is a well supported concept in our Province. No less is it supported in our own community. Therefore, on behalf of the Willow Creek Further Education Council, the Willow Creek Composite High School - A Community School Serving The Area, and the community at large, I wish to express to the Minister's Advisory Committee on Further Education our concern at the lack of funding available for credit programming.

We are very appreciative of the financial support provided to us by the Department of Advanced Education. This continued support has enabled the Willow Creek Further Education Council to provide programming to a total of 3,010 adult students in the 1983 programme year, compared to 1,633 adult students in 1980.

In Claresholm alone the enrollment in adult education courses has increased from a total of 500 in 1980, to 1,314 in the 1983 programme year. [An increase of almost 300%].

In 1980, 9% of the total programme offerings were credit and non-credit vocational and skill training related courses. By last year, 1983, the percentage had risen to 20.

To date this year (Jan. 1 - Feb. 23), we have 775 adult students participating in our courses, of which 98 are enrolled in vocational or job training credit and non credit programmes. The increase in participation in our general programmes is very evident, as is the increase in vocational training.

The Claresholm area is not one of massive economic growth, even in "good times". In economic times such as those that currently exist, the unemployment

1. Further Education Services Manual . . . ¶ 1.

rate is thought to be well above the provincial and national average. During the past ten years the major source of employment in the area has been the Safeway Shelter System and the Claresholm Care Centre. The closure of the former in 1979 removed 300 jobs from the local market, and these have never been replaced. The Institutions (Claresholm Care Centre, A.A.D.A.C., the General and Auxiliary Hospitals) currently provide four - five hundred jobs for the immediate Claresholm area. Prospective and current employees of these facilities require constant educational upgrading at all levels. For example, employees at the David Lander Centre (A.A.D.A.C.) have mandatory courses to complete before any professional advancement can be considered by the employer. The Alberta Association of Registered Nurses and the Canadian Nursing Association have both issued the following position statement:

> The Alberta Association of Registered Nurses and the Canadian Nursing Association support the goal of the Baccaluareate Degree (Basic or Post R.N.) as the minimum educational preparation for professional nurses and, further, that by the year 2000, the Baccalaureate Degree in Nursing be the minimum requirement for entry into the nursing profession in the Province of Alberta.

Although adequate provision will be made to guarantee the professional registration of those Registered Nurse's not holding a Baccalaureate Degree, the likelihood of their being considered for employment is slim when they will be in competition with those professionals who do hold a degree.

In excess of fifty Registered Nurses are currently employed in Claresholm. and this figure will rise upon the opening of the new Willow Creek Auxiliary Hospital in 1986. As the majority of these nurses are the prime and/or sole financial supporters of the families, it is incumbent upon them to embark upon the Baccalaureate programme, in order that they may protect their jobs and future employment opportunities. Generally, we are unable to provide the credit programming for them, as credit funding is not available to our Council.

In the past twelve month period, the Community School Office has worked with over sixty adults who have required extensive job/career counselling. In addition, there have been an equal number who have required minimal counselling services. Approximately 80% of these adults had attained an educational level of less than grade 12. Over 50% were in the over 35 age group, and, as the result of the drastic change in our economic climate were looking for academic upgrading and the opportunity to learn some basic job related skills.

As an educational facilitator it is incumbent upon us to try and provide these opportunities, but without credit programme funding our efforts are constantly thwarted.

Distance education is not a programme, rather, it represents a number of approaches which are being used to extend the resources of institutes of education. It provides a service to communities for whom credit nor non-credit courses have hitherto readily been available.

A wonderful opportunity in Distance Education is being offered to us in the form of Teleconferencing. At this time last year our Council had a total enrollment of 13 in teleconferencing courses. With the extreme reversal of the economy during last year, and the need to upgrade education and obtain job related skills, the enrollment in teleconferencing courses in our area increased to 77 in the Fall 1983 session, and stands at 52 for the first seven weeks of this year. However, even in this area frustration has lain in wait for those adults with the motivation to pursue personal development. Eight adults enrolled in the University of Calgary Business Management Diploma Programme in September 1983, all intended to pursue the programme to its completion, thus enhancing their opportunity of obtaining a better job locally, or enabling them to move to another location where more opportunity exists. As a result of financial restraints, this programme was abruptly withdrawn after only one course offering, leaving the students scrambling to find alternatives so that they might continue to pursue a Diploma.

In relation to Teleconferencing, A.G.T. has recognized the incredible value to society of this form of distance education, but the Minister of Telephones will not provide any subsidy for the system. Thus, the costs are extremely high.

Post secondary institutes are tied by planning and finances and provide what they can to the rural areas, but that is not necessarily what the areas want or need. Without financial resources the rural areas are voiceless in the decision making process. When the adult clientele collaborate in the design of their own learning experiences they ensure the relevance of course content to the needs of prospective students, the high motivation of students, and good enrollment.

Although a number of agencies have been approached to provide programme funding none are able to give any committment.

Social Services and Manpower have a finite amount of funding available for

their clients to participate in upgrading/post secondary programmes. Alberta Vocational Training and Adult Education would like to help but do not have the dollars.

The response to our appeal to Dr. Berghofer on the question of credit programming funds, suggested that we contact the Chinook Education Consortium. The Consortium considered our request at a February Board meeting, and they have advised us that although they would be most willing to include the Willow Creek area in their credit programming, they cannot even consider our inclusion without an adequate increase in their budget from Advanced Education. Dr. Berghofer's office has advised the Chinook Consortium that such funds are not available.

The Willow Creek Further Education Council and the Willow Creek Composite High School - A Community School Serving The Area - are both anxious to establish a multi-level upgrading and post secondary educational programme for adults in our community. We estimate that we serve a population well in excess of 15,000 residents, at least equal in size if not greater than that served by the Chinook Education Consortium. We want very much to be able to assist disadvantaged adults to enter the workforce; to make the under-employed more employable by means of skill training courses; and to provide employment oriented training and academic upgrading. Those who live in the rural areas shouldn't be discriminated against. In addition, unless we are able to provide post secondary programmes we will be unable to keep many of our young people in our community. They will leave the area in search of advancement, seldom to return.

The world in which we are born is not the world in which we live, thus it is incumbent upon all of us, but particularly upon the educational facilitators, to establish meaningful and useful further education programmes in our communities which will promote the value of lifelong learning and, hopefully, enrich the quality of life for all our community members.

May I respectfully request that the committee seriously consider the disparities which currently exist in the provision of monies for credit programming in the Province of Alberta. If life-long learning is a reasonable objective, perhaps the policy should be changed. The policy as it exists restricts adults to one hundred hours of non-credit instruction. Advanced Education might be well advised to drop the one hundred hour maximum on hours so that adults can achieve at least a minimum of a grade eleven mathematics

and communication skills level. Funding for these specific upgrading problems could be increased to a support level of $20.00 per hour, and the process formalized to meet the sponsor requirements of Alberta Social Services and Community Health, the Canadian Employment and Immigration Commission and Alberta Manpower.

The provision of adult academic upgrading should be made possible everywhere.

Thank you very much for your time and attention.

PRESENTED BY:

PAMELA Y. STANTON
COMMUNITY SCHOOL CO-ORDINATOR
WILLOW CREEK COMPOSITE HIGH SCHOOL
CLARESHOLM, ALBERTA

Please note the attached documentation in support of my request.

Alberta

SOCIAL SERVICES
AND COMMUNITY HEALTH
Staff Development Dpt.

Claresholm Care C
Box
Claresholm, Alberta, Ca
TOL

July 19, 1983

Pam Stanton
Community School Co-ordinator
Willow Creek Composite High
School
Claresholm, Alberta
TOL OTO

Dear Pam:

This letter is in response to a number of inquiries I have had from Claresholm Care Centre Staff and other nurses in the Community. There is a strong group of very interested Registered Nurses in this area who are struggling on a part-time basis to obtain credit courses towards their Bachelor of Nursing at the University of Lethbridge. Despite the financial cutbacks the University is experiencing, which have prevented off campus credit courses this fall, there still exists nurses who are determined to obtain their degree and they try going to Lethbridge whenever possible. They are the lucky ones whose job and responsibilities allow that flexibility. There are a significant number of others who would gladly pursue their professional careers if it were more attainable.

If all our efforts could be channelled into an organized group, I feel strongly that we would all support ongoing, off campus credit courses toward our degree in Claresholm. I would appreciate whatever you could do to obtain the necessary funding to help fulfil the worthwhile goals of further education.

Thank you for your assistance.

Yours truly,

Lynne Dayboll

Lynne Dayboll
Staff Development Coordinator
Claresholm Care Centre

Willow Creek-Claresholm Auxiliary Hospital

81 TEL [redacted]

P.O. BOX 700
CLARESHOLM, ALBERTA
TOL 0T0

February 22, 1984

To Whom This May Concern:

This is to express the concern and interest of many members of our staff, who strongly support continuing education programs in Claresholm.
The needs felt here: more academic and credit courses for those wishing to upgrade, and refresher-type updating for the professionals can only be met through ready availability and accessibility, since family priorities and job stress essentially eliminate the ability of many to take advantage of educational opportunities at a distance.

Yours truly,

Sharon Bakker

Sharon Bakker
Director of Nursing

SB/dvl

Alberta
SOCIAL SERVICES
AND COMMUNITY HEALTH

2nd Floor, Claresholm Corners Building, 4901 - 2nd Street, West, P.O. Box 2079, Claresholm, Alberta, Canada T0L 0T0 403/625-4459 Telex: 03-849306
In Replying Please Quote

February 23, 1984

Pamela Stanton
Community School Co-Ordinator
CLARESHOLM, Alberta
T0L 0T0

Dear Ms. Stanton:

RE: ADULT UPGRADING

It has been brought to our attention that you will soon be making a presentation for continued funding of the upgrading program for adults.

In the past, we have found this to be a very valuable resource to many of our clients who are trying to enter or re-enter the work force. There is a high incidence of single parent families in this area who have historically benefited from this program.

We give you our full support in your bid to have this program continued. Its discontinuance would cause a significant gap in available educational resources for adults in this area.

Yours very truly,

C. Wayne Thompson
District Manager
Claresholm District Office

CWT:ljm

Porcupine Hills
Family & Community Support Services

MAIN OFFICE
CLARESHOLM
625-4417

BOX 1297
CLARESHOLM, ALTA.
TOL OTO

SUB OFFICE
FORT MACLEOD
553-4855

22 February 1984

Mrs P Stanton
Community School Coordinator
Claresholm, Alberta
TOL OTO

Dear Mrs Stanton

I should like to record my enthusiastic support for the proposed multi-level upgrading of courses at the Community School.

It is my opinion that this opportunity of improving skills, and thereby increasing chances of employment, is important in these times and would be particularly beneficial to those people with whom I, as Director of Family and Community Support Services, come into contact.

Yours sincerely

Art Vanden Berg
DIRECTOR

/njs

Alberta

SOCIAL SERVICES
AND COMMUNITY HEALTH
Staff Development Dept.

Claresholm Care Centre
Box 490
Claresholm, Alberta, Canada
TOL 0T0

February 21, 1984

Pam Stanton
Willow Creek Continuing
Education
Box 219
Claresholm, Alberta
TOL 0T0

Dear Pam:

This letter is in support of your proposal to the Minister's Advisory Committee on further education in obtaining the required funding for a Multilevel Extension Education Program in Claresholm.

The Claresholm Care Centre employs staff that range from formally untrained aides to professional people at varying levels of education and experience. It is very difficult in a small community to meet the educational needs of such a varied group without additional financial assistance and programming.

I would appreciate and support your efforts in whatever endeavors it takes to accomplish your request.

Sincerely,

Lynne Dayboll

Lynne Dayboll
Staff Development Coordinator

CLARESHOLM GENERAL HOSPITAL

DISTRICT NO. 24

P.O. BOX 610
CLARESHOLM, ALBERTA
TOL 0T0

221-43 AVE. WEST

PHONE 625-3344

February 21, 1984

Mrs. Pam Stanton
Willow Creek Composite High School
Box 219
Claresholm, Alberta
TOL 0T0

Dear Mrs. Stanton:

As a Registered Nurse who is employed full time and working parttime toward her degree in nursing, I have a real concern about the lack of credit courses in our local continuing education system and am presently travelling to Lethbridge for these courses.

To my knowledge there are a number of other professionals in the same position in this community. I see a need for more monies to be made available for a multi level extension program here in Claresholm.

Any pressure that can be brought to bear on improving the availability of local credit courses would be much appreciated by all those involved in situations similar to my own.

Yours truly,

Gaylene Carlson

Gaylene Carlson
Assistant Director of Nursing

GC/da

CLARESHOLM GENERAL HOSPITAL

DISTRICT NO. 24

P.O. BOX 610
CLARESHOLM, ALBERTA
T0L 0T0

221-43 AVE. WEST

PHONE 525-3344

February 23, 1984

Mrs. Pam Stanton
Community School Coordinator
Box 219
Claresholm, Alberta

Dear Mrs. Stanton:

In the interest of improving and up-grading the educational qualifications of our present and future employees, this letter is to confirm our support for the provision of credit courses in a nursing degree program.

With a proposed expansion of hospital services in Claresholm, and in view of changing minimum requirements for graduating nurses in the future, we feel that the Community School Program is a viable and practical means of responding to these educational needs.

We sincerely hope that your programs can be developed or expanded to include this dimension of further education.

Sincerely,

J. F. Johnston
Administrator

JFJ/cq

WILLOW CREEK FURTHER EDUCATION COUNCIL

ENROLLMENT REPORT - JANUARY 1984

	Jan./80	Sept./80	Jan./81	Sept./81	Jan./82	Sept.82	Jan./83	Sept./83
FORT MACLEOD	237	158	254	226	234	302	286	230
GRANUM	41	54	122	53	66	71	65	25
CLARESHOLM	193	314	524	415	426	392	569	629
STAVELY	91	53	126	105	98	69	110	112
NANTON	294	189	310	212	242	285	538	330
TOTALS	856	768	1,336	1,011	1,066	1,118	1,568	1,326

YEAR	NO. OF COURSES	ENROLLMENTS
1980	144	1,624
1981	183	2,347
1982	182	2,184
1983	235	2,894

A. B. DALEY COMMUNITY SCHOOL BRIEF

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

FEBRUARY 23, 1984

First Steps in Relevant, Life-Long-Learning

A. B. Daley Community School in Nanton (pop. 1,650) is unique. Indeed, because of local needs and environment, all community schools are unique--yet exhibit many of the same characteristics common to designated community schools.

A. A. B. Daley and Further Education

What a beautiful marriage! Five active volunteers and the Community School Coordinator's secretary are almost solely responsible for running 30-35 courses per semester and for running non-catalogued special courses. Between 700 and 850 people benefit from this annually.

The volunteers and secretary plan courses and recruit teachers. A registration night gathers 90% of the participants. Thereafter, late comers register at A. B. Daley or at a downtown business. The secretary takes care of most of the book work.

B. A. B. Daley and Parent Participation

Last year (1982-83), over 170 parents volunteered services for the school. Volunteers acted as tutors, adult education course designers, library and teacher aides, artists, field trip supervisors, constructors, class grandmas and uncles, printers, specialized instructors, and in many more roles.

As well, another 185 elementary, junior high and senior high students volunteered in almost as many areas as parents. In total, at least 367 people volunteered in excess of 6,000 hours of their time for the direct benefit of students.

C. A. B. Daley Community School and Publicity

With the amount of public involvement one would assume Public Relations is not a problem. To be sure that it isn't a problem the Community School Coordinator writes a column in the local weekly newspaper, pastes up items on a public bulletin board reserved for the school, visits clubs, logs community activities of the many clubs, etc., on a Community Calendar, writes for international journals and assists in publishing the school's monthly newsletter, etc.

D. A. B. Daley Community School and Facility Usage

With a "vibrant" community (it really is!), many needs arise that can only be met by the Community School. First we assure that no duplication of services exists. The school then houses everything from a public art gallery to a teen club, from tutoring services for all grades to community theatre groups and bands, from badminton, basketball, track clubs to public forums. In short, without putting community halls out of business, A. B. Daley fills voids that otherwise exist.

E. A. B. Daley Community School and Community-Related Curriculum

In addition to following the Alberta Government Policy for Education, our school's curriculum reflects the community in which it exists. This is achieved by creating indepth school and public representations of local heritage, designing life-coping and life-enhancing skills to aid all students to contribute in today's and tomorrow's societies, using ponds within walking distance and other "natural" settings as our classrooms, following Nanton's unique water supply from source to sewer, and involving community forests, greenhouses, homes and businesses in teaching lifelong skills. All of these, and building other "community-related" curricula, provide students with a relevant and comprehensive education.

F. A. B. Daley and Governance

With providing formal education as our primary charge, most activities, adaptations and innovations are implemented to enhance our primary charge.

As an integral part of the enhancement, the school's advisory council gives valuable assistance and guidance in many areas. The council conducts surveys annually with results directly affecting this school, the other school in Nanton, town council, school division and others. The council designed and conducted "creating together" workshops for 55 parents and students on two Saturdays in the first semester. Council also designed and helped build a playground. They also help design and conduct curriculum, bike and fire safety programs, leadership workshops, public awareness programs and forums, etc.

With the increased input by the public in such areas, the advisory council is beginning to have more input into daily school affairs. As an example, minor tuning of "ECS to Grade One transition" was recently suggested. This and other suggestions were acted upon.

G. A. B. Daley Community School and Long Range Goals

Ideally, we would like to have 100% participation in the education team of parents, teachers and students. The mystique of "their" turf and "our" turf is being erased. The team will build even that much more of a relevant education for students, and all other characteristics of A. B. Daley will follow as a natural consequence.

For the moment, the first steps in relevant, life-long learning have been planned and implemented---and have been successful. We feel we are on track and moving at the right pace for this community.

CONTINUING EDUCATION AND PROGRAM DEVELOPMENT

FAIRVIEW COLLEGE BRIEF

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

FEBRUARY 23, 1984

To: John Watters, Executive Secretary,
Minister's Advisory Committee on Further Education

From: Steve Pawlak, Director, Continuing Education and
Program Development, Fairview College

Date: 1984 02 22
Time: 9:00 a.m.

Subject: **MINISTER'S ADVISORY COMMITTEE MEETING ON FURTHER EDUCATION, FEB. 23-24, 1984**

Although I was disappointed the Committee could not meet in the Mackenzie North this year, I understand the financial restraints the Committee is facing.

This letter is to reinforce how valuable Further Education programming has been to rural Albertans during the past ten years. With the impending budget freezes for 1984/85, there is concern that grants for non-credit programming within the province may be reduced. I would like the Minister's Committee to know how important Further Education grants are, for programming in northwestern Alberta. The multiplicity of non-credit short courses would not have been available over the last few years, especially in rural communities, except for the Further Education Policy. The recent growth and expansion of the Basic Literacy program, more commonly referred to as Reading and Writng Tutoring Projects, are a direct result of Further Education's initiative in this area. You are aware that Lorna Ferguson was asked to make a presentation at the Rural Development Exposition in New Delhi, India, this month as a result of the Reading and Writing Tutoring Project that has been developed in Fort Vermilion in the last three years. Lorna had one of the twelve displays from Canada in New Delhi. I think this speaks well for Further Education's policy on Basic Literacy. The Fort Vermilion Project was developed during the past three years with Further Education funding.

A large number of new Canadians have also been given an opportunity to study English as a Second Language through Further Education grants. We have run many courses in ESL in Peace River on a part-time basis because of this policy.

As a result of Further Education courses many students progress from taking non-credit courses into credit courses and career programming.

I would like to encourage you and the Committee to expound to the Minister just how significant and important the Further Education Policy is to the development of Albertans. This is particularly true in rural communities. It is impossible to over estimate the value of the mileage and advertising grants. These small incentives, along with the programming grants, have allowed the policy to function well.

The Further Education Policy has made adult education possible, and a reality, to low income families and rural Albertans.

John, please convey my thoughts to the Minister's Committee and to the Minister.

Thanks, John.

Sincerely,

Steve Pawlak, Director,
Continuing Education and Program Development,
Fairview College.

SRP/vrmck.
cc. Fred Speckeen, Harold Wynne, Carmen Ewing, Sandy McKenna, Jean Leister, Al Bromling.

FOOTHILLS CONTINUING EDUCATION COUNCIL BRIEF

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

FEBRUARY 24, 1984

FOOTHILLS CONTINUING EDUCATION COUNCIL

BRIEF

Presented to the

MINISTER'S ADVISORY COMMITTEE ON FURTHER EDUCATION

Thank you for the opportunity to address the Minister's Advisory Committee on Further Education. We admire your receptiveness and efforts on behalf of the citizens of Alberta. We thank the Minister of Advanced Education for providing this forum and assure you that our commitment to the concept of lifelong learning could not be more sincere.

The great number of advances made in Further Education over the past few years have been most appreciated by our Council as well as the citizens of the Foothills area. The number of learning opportunities has never been greater nor the funding for delivery higher.

In the past year there have been suggestions made by many adult educators, programers, adult institution representatives and government agency people, that the funding for non-credit programing may be in peril. Foothills Continuing Education Council and the citizens of this community are gravely concerned about the possibility of such a rumor being based on fact. This brief is a compilation of information gathered from many sources: Continuing Education Council members, community leaders, instructors, school trustees, community agencies, adult education institutions, and, most important, the participants in adult education programs.

The following facts are noted in order to advise you of the validity of our experience in providing adult education opportunities and assessing needs and results in our community.

1. Foothills Continuing Education Council is the oldest Council in the Province and has provided continuing education opportunities for more than ten years.

2. Our Council is comprised of approximately 30 members, half of whom are volunteer representatives from the various local communities we serve. The remaining Council members are representatives from various community agencies, adult education institutions, government agencies, etc.

3. Our Council serves a large area to the south of Calgary with a population of approximately 10,000 people. Of that number approximately 77% are potential clients of our adult education programs.

4. The geographical location of our Council area is much more advantageous than that of most other Councils, in that we serve an area no further distant from Calgary than 75 miles. However, in our discussions with Councils serving more remote areas, we have become convinced that our experience and concern is echoed and magnified throughout Alberta.

5. Some of our Council members and most of the people who have provided input to this Brief have been involved in adult education for a great many years.

It is this last point which we would like to address first: the years of experience in adult education. Since several of our members were involved in the establishment of further education programs and policies, we have knowledge of the concept involved in the beginning. It is considered both admirable and far-thinking that the Further Education Policy was first established. The idea of allowing individual communities to assess needs and provide programs is excellent. It recognizes the fact that "grass-roots" needs are best dealt with at grass-roots levels. This program is envied by non-Alberta adult educators. It has been studied and emulated in other areas and is considered a most practical and workable system.

Many salient points have been considered in preparing this Brief. Some of the observations made by the clients and providers of adult education programs follow.

1. A number of our adult education clients have been interviewed and asked about their reaction to the impact of adult education opportunities, particularly regarding <u>non-credit</u> programing. In essence the overwhelming response has been positive and encouraging to the greatest degree. For citizens who have not had the opportunity outside of formal elementary or secondary education, adult learning opportunties have had dramatic impact on their lives. Appendix I is a very small random collection of written comments made.

2. <u>Credit</u> programs in non-urban areas are essential and must be developed further and maintained to the highest level. The development of teleconference delivery is most encouraging and can only enhance the credit learning opportunities for our citizens who wish to participate. However, it is felt that the number of people interested in credit programs is limited to a greater degree than those who are able to participate in <u>non-credit</u> programs.

3. Leisure time for most citizens has increased dramatically over the past few years. Early retirement, time-saving technological developments and high unemployment are a few of the reasons for the increase. We recognize that it is imperative to the well-being of our communities to offer opportunities for developing useful leisure time activities.

4. The unemployment rate in our rural communities is staggering. Non-credit and credit programs provide valuable opportunities for the worthwhile use of this enforced leisure time. We observe clients participating in high school upgrading, trade skill development, self-awareness courses, etc. We observe "cottage industry" development where skills learned through adult education programs are put into small business initiatives. We see citizens struggling to make less do more and succeeding when they are able to make, build or fix for themselves.

5. Residents of our towns, villages, hamlets and rural areas do not have the opportunities for cultural development that is readily available in heavily-populated areas. We do not have the cultural, reacreational and vocational opportunities which are considered common-place in a city. Life-skills which are part of the city school child's learning process are not available in communities with less population.

6. The development of "Do-It-Yourself" skills for a non-urban citizen is <u>imperative</u>. There are four basic factors to consider. Cost - Travel costs for service and trades people are escalating. Time - The time wasted in waiting for service or supply is magnified many times by the distance involved. Availability - Even when costs can be born and time can be wasted, the fact remains that the service is often simply unavailable to non-city residents. Protection - Travelling long distances on country roads is common for our non-city residents. It is important for self-protection that our travellers are equipped with the necessary basic skills which are not available from corner service stations as they are for city dwellers.

7. Our Senior Citizens, with limited means for paying for courses and limited ability or means to travel, have been able to take advantage of local adult education courses at a 50% reduction in cost. This cost reduction can only be offered due to the successful management of all local courses. With more than 10% of our Foothills population over 60 years of age, we consider that opportunities in non-credit programing for Seniors is a high priority.

8. The flexibility of the Further Education Policy has been a tremendous aid in providing the types of programs needed in our area. Many "credit" courses have been redesigned to fit a non-credit need. Many of our clients do not have sufficient credentials, pre-requisites or basic education to enter and succeed in a credit program. However, they do have sufficient ability to learn useful new skills and to accomplish similar results as those of a credit student.

9. Non-credit programing has allowed the Council to employ local, "non-credentialed" instructors. The teaching process is recognized as being as valuable as the learning process and at times are one in the same process. Our Council has an on-going program for the training of local instructors. Instructors of credit programs are rarely located in our rural community; the costs involved in importing a credit instructor are prohibitive.

Many other valid issues have been identified in support of non-credit programs. There are additional common themes coming to our attention.

1. A need is being expressed by "credit-oriented" or "professional" people in our community for non-credit programs to allow expansion of horizons in life-skill or leisure areas.

2. All adult education programs are valid. The particular skill learned or knowledge gained is secondary to the psychological impact of living in a learning environment.

3. There is excitement in learning generated from adult education programs which is not often found in formal education. This excitement is infused into the community and the family lives of participants. The learning atmosphere created enhances both family and social lives.

4. Adult education programs developed and delivered on a local level meet the needs of the local citizen best.

5. Financial and moral support from all levels of community and provincial governments for lifelong learning opportunities is essential to the well-being of our Province and our citizens.

6. Increasingly often, we are made aware that the citizens of this Province have certain expectations in lifelong learning opportunities. This interest and desire cannot be ignored. Our Council sets the melding of Education and Adult Education into a total concept of "Lifelong Learning" as our uppermost priority.

Foothills Continuing Education Council Brief to the
Minister's Advisory Committee on Further Education (continued)

As a Council of dedicated individuals we cannot stress enough the importance of your support of non-credit programing. Although results cannot be measured as accurately as those of credit programing, the development of more productive, competent, questing and contented human beings is phenomenal.

In closing, we again thank the Minister and his Advisory Committee on Further Education for your support and encouragement of the past. Adult education programs, above all else, have given people an opportunity to risk; to risk failure and to succeed, to risk ridicule and to find support, to risk self-esteem and to find it growing.

In recognition of the needs of Albertans and in recognition of the efforts of 83 other Continuing Education Councils, we urge the Minister to offer affirmation of your support of non-credit programing.

Respectfully submitted,

FOOTHILLS CONTINUING EDUCATION COUNCIL

WENDY CRAWFORD, Chairman

MARY WEST, Co-ordinator

APPENDIX I

Foothills Continuing Education Council Brief Presented to the Minister's Advisory Committee on Further Education

The following is a random sampling of written comments made on course evaluation forms received at the conclusion of various courses.

"I didn't have the money or the time to take this course in Calgary so I was really glad to see it offered here."
"Taking your Typing course got me a raise at work!"
"Until I took the Painting class I didn't know I could learn to do what I've always dreamed of doing."
"I don't have a car and with 3 kids I was becoming a hermit. I forgot what a pleasure it is to talk to adults. Thank you!"
"We don't have enough money to go out on the town but your macrame course was just what I needed to keep my sanity."
"Thanks for the Family Hair Care course. I'm saving money doing my family's hair and I had so much fun learning."
"Keep up the good work. You're making a lot of us feel young again."
"I left school when I was 15 to get busy 'living'. I didn't know what I was missing until I took your Basic Guitar course 3 years ago. I was so scared that I couldn't learn anything anymore and that I'd look like a fool. The teacher and my classmates were super. They made me feel great. Since then I've taken 6 other courses and I'm just about finished my Financial Accounting diploma. I never dreamed I could go back, I wish school had been this great. Thank you from the bottom of my heart."
"My car broke down on the highway 15 miles from home or anywhere else. The course I took in Powder Puff Automotives gave me the confidence to stay calm. I didn't fall apart like I would have last year AND I got it going too!"

HIGH RIVER CENTENNIAL LIBRARY BRIEF

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

FEBRUARY 24, 1984

High River Centennial Library

Brief

Presented to the

Minister's Advisory Committee on Further Education

The Library Board appreciates the opportunity to have input into the disussions of the Minister's committee. We must express our thanks to the Minister for providing an avenue for dialogue, and to the Committee for their efforts on behalf of the citizens of Alberta.

The High River Centennial Library Board wholeheartedly endorses the brief presented by the Foothills Continuing Education Council. We greatly admire their dedication which has enriched the lives of so many local people.

Our library has become an active centre for continuing education in two ways. Firstly, we have become a centre for classes offered to a wide variety of patrons. Our library building has become an active, growing centre that is appreciated and used by many citizens.

Secondly, the library has developed an ever-increasing clientele of patrons who use our information services. With the downturn in the economy, more and more people are "doing it themselves". Our library makes every effort to assist patrons with the books, magazines, and information that they need.

As well, our librarians offer assistance to those seeking personal growth and knowledge. As much as we can, we direct our services to the needs of the patrons. Our library is consequently a thriving learning centre in our community.

We would ask the Committee to conduct our views to the Minister, and urge him to support the Minister of Culture, the Hon. Mary LeMessurier, in her efforts to strengthen and expand library services throughout the province.

Respectfully submitted,

Bob Grime,
for

The Board,
High River Centennial Library.

BIG COUNTRY FURTHER EDUCATION COUNCIL BRIEF

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

FEBRUARY 24, 1984

BIG COUNTRY FURTHER EDUCATION COUNCIL

"Learning is Living"

Brief to the Minister's Advisory Committee on Further Education-February 10th, 1984.

It is sometime since the Big Country Further Education Council made a submission to the Minister's Advisory Committee on Further Education.

Our Council continues to play an important role in serving this large and sparcely populated rural area. The demand for non-credit courses continues to grow. The subjects of some courses are different. We did not anticipate three computer courses in 1983, or five aerobic courses, nor a conversational French class.

We continue to struggle with the problems of the distance to be travelled by instructors, finding and training instructors at the local level, and limited funding. Only hours of volunteer effort given by dedicated council members and by our Coordinator, far beyond her paid part-time status, make it possible for us to fill our community role.

In this rural area that role includes becoming an information center, answering questions, not only about non-credit courses as to whether a particular course will be what the prospective student desires, but also about technical courses, about teleconferencing, and correspondence courses, about unusual topics such as shiatsu, about sources of information, speakers and films. We have become involved in the Adult Basic Literacy program. We are preparing a questionnaire to seniors in the area attempting to determine their needs and how we can fill those needs.

We continue to listen as people tell us what they need and desire. Sometimes the demand is obvious, as with welding or computers, that we are able to arrange several courses. Sometimes the topic is new and different and we must try to make sure that everyone in the division learns about the possibility of a course and then get them to travel to a central point.

We do not rate topics in order of importance. Who shall say whether a welding or computer class is more important than a calligraphy or taxidermy class that gives a young person a satisfying interest? Who shall say whether a vocational class is more important than a class that gives a senior new horizons and cuts down his or her visits to the doctor's office? But we can say that our conviction grows that not only is it true that "Learning is Living" but it is also true that learning is living more abundantly.

We have appreciated the invaluable cooperation of institutions such as SAIT and Medicine Hat College in supplying courses. We appreciate the growing support in our area that is instanced by the decision of the local School Board to permit us to use their facilities at no charge, and the decisions of some community hall boards to donate the use of their facilities, and the kindness of individuals in volunteering their homes. And through the years, whenever possible the Conference Room in our Provincial Building has been at our disposal.

We would like to suggest the need for a review of funding for rural councils, particularly in regard to:

- assistance in training instructors at the local level
- some funding for instructors travel time when teaching clases in rural areas
- the need of rural councils for additional assistance so they can retain the services of competent and dedicated coordinators.
- Also we would like to suggest that adequate support for the outreach programs of post-secondary institutions is vital to the functioning of rural councils.

Through the years we have appreciated the flexibility of Department policy that allows councils to vary procedures to fit individual circumstances.

We are sure the Department knows how much the circumstances, the roles and the needs of councils vary, but we appreciate the opportunity to submit these observations from the point of view of a rural council.

Respectfully submitted,

Rose Jardine:Chairperson,
Big Country Further Education Council.

AL WHITTALL'S BRIEF

DRUMHELLER, ALBERTA

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

MAY 7, 1984

A RECOMMENDATION TO THE MINISTER'S ADVISORY COMMITTEE ON FURTHER EDUCATION

FROM: A. WHITTALL

DATE: MAY 8,1984

It is recommended that the Minister's Advisory Committee request of the Department of Advanced Education to formulate a concept of Community Education for Development that will provide province-wide support for all advanced education organizations to utilize their existing administrative resources to respond to community organizational learning needs as a vital function of the advanced education system in Alberta.

BRIEF: MINISTER'S ADVISORY COMMITTEE ON FURTHER EDUCATION

FROM: AL WHITTALL, DRUMHELLER, ALBERTA

DATE: MARCH 12, 1984 for presentation May 7, 1984

ATTENTION: JOHN WATTERS, EXECUTIVE SECRETARY

COMMUNITY EDUCATION FOR DEVELOPMENT

This brief is primarily an attempt to gain recognition for an educational process which is either not understood or is being intentionally ignored by the advanced education system. I tend to believe that the former is the case and that it is only through a combination of community development experience, management training and experience with the education of adults beyond the formal structures does the professional come to recognize that such a gap exists.

It is my contention that the context within which people most readily learn and assimilate their learnings is being ignored by educators. As a result, the majority of people develop their lifestyles almost entirely outside of any contact with the educational system once they no longer have to attend by law. The context within which most people have to function is through their relationships to others and the manner in which they gain skills to manage their community functions only one of which is their livelihood.

For the most part, educators do not link to the community in any planed way nor do they have much knowledge of what they could do even if they had developed this linkage. Instead, education has carved out for itself a cosy and often unrelated world that is controlled almost entirely by the educator rather than the learner. In this manner, people come to us to learn. The real world, however, functions almost entirely outside of the educational structures. Communities have to cope with the developments of the increasing knowledge base most often without the benefit of the resources of the educational system. There are few educators out there with the city councils and Chambers of Commerce, shirt-sleeves rolled up, to formally help plan developmental strategies that will move a community forward. Some educators are there voluntarily but you rarely will find them having the mandate to commit the resources of their employers to the assistance of development where it really counts.

Seldom will you find industry and education in partnership to deal with the day-to-day problems of management. "Come take a course" is the closest that educators get to the world in which the real learning must take place. Classrooms rarely have the urgency of

the community context. Learning has become well known to be founded on problem solving as the primary context for adult development. How many educators are available for teaching in community meetings, with community organizations, in the heart of economic development planning in a community or even with families who have come to voice their concerns about "the conditions of their children's schooling" ? It is rare for the educator to be a community volunteer and almost never as an expectation of his employment.

The microcosms in which we all live reflect the world. Every community is expected to manage its own development and learn to adapt to the multiple changes that we undergo every week and sometimes every day. It is in the context of that development that most of us as individuals move forward or lose pace with the environment. Does education have a role in this context ? How does the educator help a community ask the fundamental questions about its future ? Where does the system interact with these basic issues day-by-day ?

It is clear that education does not perceive any mandate in the process of community education for development even though that is where every skill a person has must either be learned or applied. Educators are not expected or mandated to engage the community where it operates. This gap has for many years been overlooked since expansion has been the pre-occupation of an industrial society. The emerging information society indicates that the skills to access and process knowledge in an immediate and related manner is the scenario of the future. Education can not afford the oversight any longer. Either we engage the community at its need level or people will sweep past us and begin to covet our resources for what they need to learn.

My intent is to overstate the case in hopes that the stakes get raised much higher. Involving education at the source of learning is a process and not a packaging function. Educators will have to experience the shock that they are not trained to help people learn but instead to teach pre-conceived notions of what should be learned. The pressure of today's issues and the rate of change of the conditions affecting those trends make it almost impossible to pre-conceive anything quickly enough to make it relevant for tomorrow. **Education needs then to become a process by which people learn the way in which they can access and utilize knowledge as immediately as they experience a problem.** It is only through educators integrated within the community that they will be able to assist to assess needs and help fashion solutions. **This process requires as strong a mandate as classroom teaching presently enjoys.**

Presently, I enjoy the luxury of an organizational philosophy that supports a community education process. From the previous brief from the Big Country Educational Consortium, it is quite clear

that the spin-off effect of that aspect of our work is as significant in our communities as is the credit education work. For some community members, it is even considered to to be more functional. This brief then is a proposal for the Committee to expand its mandate to develop a concept of support to the process of community education for development. It is hoped that this presentation will begin to develop an awareness that formal education also happens outside of the classroom since that is where learning is most generally applied and in the process, support for educators to be assigned directly to the community education process as a formal function of our system.

BIG COUNTRY EDUCATIONAL CONSORTIUM BRIEF

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

MAY 7, 1984

BIG COUNTRY EDUCATIONAL CONSORTIUM

SUBMISSION TO THE MINISTER'S ADVISORY COMMITTEE ON FURTHER EDUCATION.

MAY 7, 1984 JASPER, ALBERTA

We seldom discuss the educational work being accomplished based on the present support that is available in the Advanced Education system. With this comment in mind, this brief is presented in order for the Committee to gain some knowledge of the extensive efforts being undertaken by the Big Country Educational Consortium. **Good ideas are sometimes praised but great concepts often receive little recognition.** The consortium concept runs the risk of being in the latter category and our intent is to ensure that our results are widely recognized.

This brief has attached a number of charts which graphically describe the Big Country Consortium and its operation. Basically, the purpose of the Consortium in our area is to provide the opportunity for **individuals to acquire credentials for the development of their particular lifestyles.** In support of that main objective, the Consortium is also concerned with the individual's developing lifestyle both in terms of his **structured learning opportunities and the unstructured learning context**, the development of the community where the learner lives.

Given these primary directions, the Big Country Educational Consortium has developed the use of its resources in a manner which has produced dramatic results over the three years of its existence. The intent of this brief is to simply summarize these results.

Big Country Educational Consortium Brief
Minister's Advisory Committee on Further Education

May 7, 1984

Within the accreditation set of objectives, the Big Country area will have centres of programming activity in **Hanna, Coronation, Drumheller and Stettler in 1984-1985.** Credit course activities will include centres in **Strathmore, Hanna, Oyen, Coronation, Stettler, Trochu and Drumheller.** Through this community network of centres, it is expected that students will be able to graduate with the following credentials:

Business Administration Diplomas: Mount Royal College and Red Deer College

Secretarial Arts Certificate: Olds College

University Transfer: one year: Red Deer College

Agricultural Production Certificate: Olds College

Registered Nursing Assistant: Alberta Vocational Centre

High School Academic Upgrading: Alberta Vocational Centre

Alberta Correspondence School Tutoring: Alberta Vocational Centre

Heavy Duty Equipment Operators Certificate: Keyano College

Nursing Refresher: Grant McEwan College

Through these programs, it is expected that an enrolment of **270-300** students will occur by September, 1984. This number will be an increase of **40 students** from 1983-1984 when to the date of this writing **258 students** have been registered.

Big Country Educational Consortium Brief
Minister's Advisory Committee on Further Education

May 7, 1984

At the same time, the Consortium had undertaken a concept of **horizontal and vertical learning opportunity.** The major idea was that credentialling programs represent a vertical approach to learning in that the learner moves in a prescribed pattern to gain the credential. It was also recognized that rural learners tend to move in fields of learning so that they broaden their expertise base. This horizontal approach requires credit-level learning without the program credential outcome. The courses themselves represent specific units of learning that become a credit bank for the learner when applied to careers and lifestyles. Hence, the Big Country Educational Consortium adopted its logo of two arrows both originating from the same source - the learners' needs.

To engage this need, the BCEC became instrumental in the development of a **province-wide teleconference system of credit courses** wherein institutions, AGT and Consortia become the partners in a technological network. Experiments are in the development stage to add **video and computer links** to the system. **Relationships are being defined between the Consortium and the Further Education Councils of the area.** To date, agreements of some form have been reached with Big Country, Wheatland and with a section of the Paintearth Council in Coronation. In Drumheller, a formal partnership is in place with the Council and the BCEC. Also, a **computer-managed learning system** has been established with SAIT and Drumheller to provide access to courses which can be supported through individualized study and computer information banking.

To date, the results are impressive. Operating in the **six community learning centres**, the credit course participation will have totalled **1500 course registrants**. Further to these results, **an area-wide, localized needs assessment process** is in process. The results will provide information on which to base credit and non-credit course planning during the next three to five years. In Wheatland, a joint process is being developed with BCEC, Old Sun College and the Wheatland Further Education Council to conduct a needs assessment process. In Drumheller, a Community Needs Assessment Council is being planned for the ongoing assessment of needs as part of an overall community development plan. The Consortium role is discussed later in this brief.

BIG COUNTRY EDUCATIONAL CONSORTIUM BRIEF
MINISTER'S ADVISORY COMMITTEE ON FURTHER EDUCATION

MAY 7, 1984

Finally, our work within the informal learning context of the community is noteworthy. This area is perhaps the least visible of our efforts since our role is diffused by the successful activity being undertaken by the community groups involved. That fact in itself is a measure of the critical nature of our educational role. It is in this context that we have coined the phrase, **community education for development**. Specifically, the Consortium uses its resources to assist major community projects to become well-organized and operational. Each project is based on the area needs assessment and the decision to assist is related to the primary need identified for each community where the BCEC becomes involved. Following is a summary report provided to the Board of Directors of the Big Country Educationbal Consortium.

THE DEVELOPMENT FUND GENERATIVE EFFECT
Big Country Educational Consortium

Since the development fund of $50,000 was approved for a two year period, it has enabled the Consortium staff to begin a process which has generated considerable spin-offs. It is important for the record to summarize the development activities over the past year and also provide a brief description of the future use of these funds.

The Board decision concerning the development fund was to **enable the staff to conduct a planning process which would be based on a needs assessment**. The rationale for this decision was that the community development expertise of the staff would enable a more in-depth analysis of needs.

With the Board choosing to not hire an externally-based consulting firm and to join forces with the University of Calgary, the resulting work has developed a unique pattern of surveying and planning processes. Below is a chart which defines the activities.

BIG COUNTRY EDUCATIONAL CONSORTIUM BRIEF
MINISTER'S ADVISORY COMMITTEE ON FURTHER EDUCATION

MAY 7, 1984 BCEC DEVELOPMENT FUND SUMMARY MARCH 5, 1984

ACTIVITY	FUNDING AMOUNT	FUNDING SOURCE	RESULT
Needs Assessment Phase 1: BCEC area	$40,500 5 staff	Fed/Prov NEED	Learning Content Priorities Survey
Drumheller Needs Assessment Phase 1:	$ 7,120 2 staff	Alberta: STEP	Demographic survey, Student career attitudes, Drumheller learning priorities
Chamber of Commerce Drumheller Economic Development Study	$32,300 4 staff	Federal: Community Development Program	Economic Development Survey of Drumheller and District
Drumheller District Development Corporation	$2,500,000 5 staff	Federal: LEAD	Community development and and economic expansion
Public Relations Training Survey	$ 8,375 2 staff	Alberta: PEP	Marketing, Advertising and Not-for-profit Training series in Hanna, Drumheller and Stettler
Educational TV Survey	$ 8,500 1 staff	Alberta: AECA	Survey of educational authorities to determine use of TV/teleconference use in area.
Community Needs Assessment Council	TBA	Alberta: Adv.Ed.	Operation of a continuous needs assessment process locally and creation of a rural model.

BIG COUNTRY EDUCATIONAL CONSORTIUM BRIEF
MINISTER'S ADVISORY COMMITTEE ON FURTHER EDUCATION

MAY 7, 1984

BCEC DEVELOPMENT FUND SUMMARY MARCH 5, 1984

The development fund has been used to provide staffing direction and material support for the completion of all the various projects undertaken. The information developed will provide a base for the planning directions of the Consortium in the future.

The following stages will be required to complete the needs assessment of the Consortium.

1. Study of **future educational priorities** in the Province
2. Study of **program content across the Province** in comparison to content priorities established through the first phase of the needs assessment.
3. Study of **program priorities** per learning centre and **numbers of people committed** to take the program within three years.
4. Study of **program priorities and their implications** for the organizational structure of the Consortium over the next five year period.
5. Study of the **evaluation process** undertaken to measure achievement of programming objectives.
6. Proposal of the **annual planning process** to be undertaken to ensure effective cycling of programming and administrative support.

By June, 1985, **a five-year projection** will be prepared that will indicate the major priorities in programming for the Big Country Educational Consortium as well as **a directional plan** for the infrastructure of the organization.

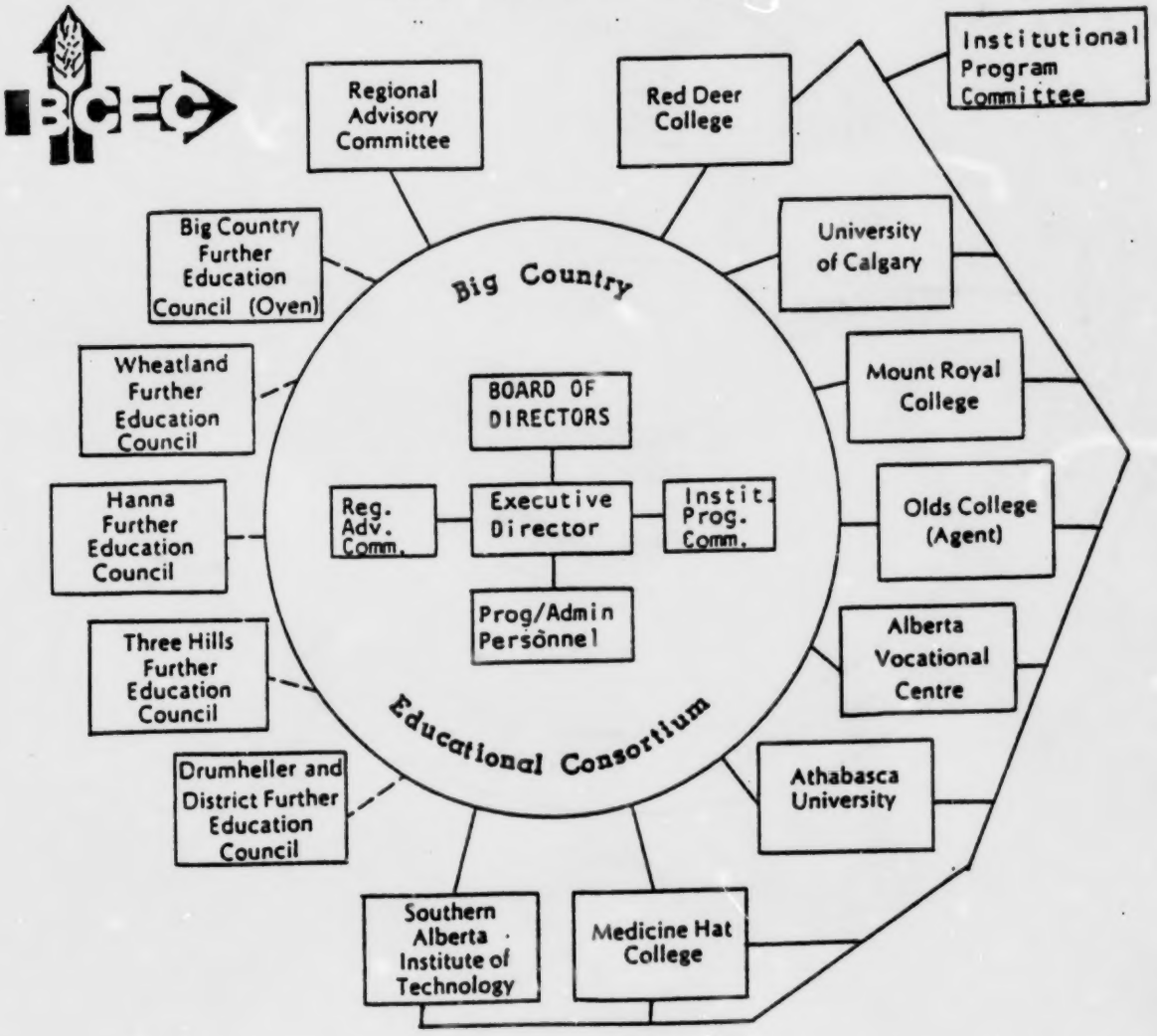
BIG COUNTRY EDUCATIONAL CONSORTIUM BRIEF
MINISTER'S ADVISORY COMMITTEE ON FURTHER EDUCATION

MAY 7, 1984

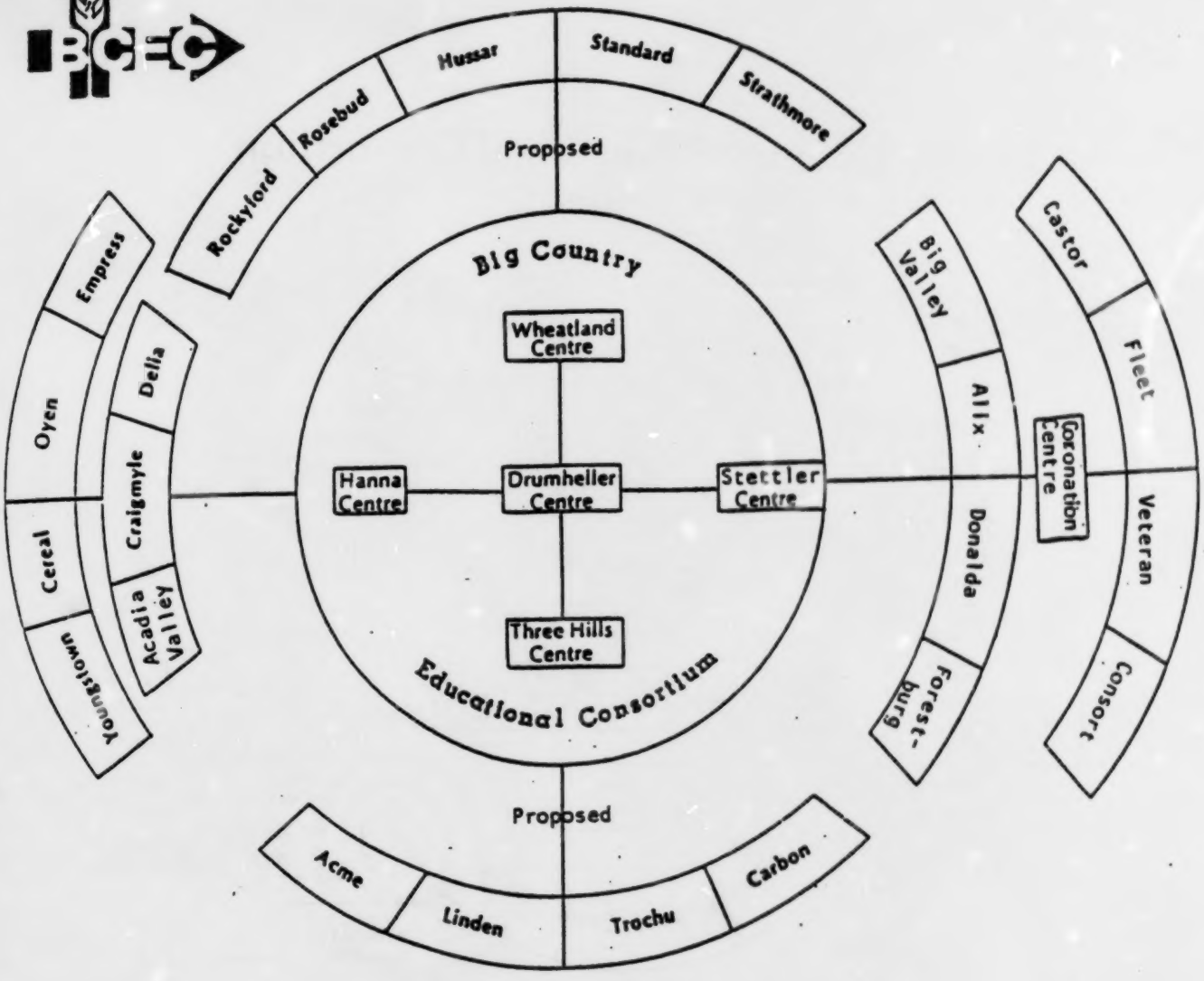
In summary, the Big Country Educational Consortium was an idea three years ago. The Department of Advanced Education provided a solid funding base for the experiment which in hindsight was utilized to its maximum. The effect was to produce a credit-education system of delivery in the rural Big Country area that has enrolled as many students as colleges do in their infancy but without the large capital outlays.

The genius of the system was to build on what was already in place. The institutional and the further education structures, when joined together with the Consortium, produce a flexible, student need-centered mechanism for rural education. Combined with the needs assessment and developmental processes, the concept of the Consortium stimulates the learning opportunities of the area as well as the learners on a scale never quite envisioned. The fundamental integration of education with the functioning of the various local communities has engendered a dynamic learning process in the Big Country area.

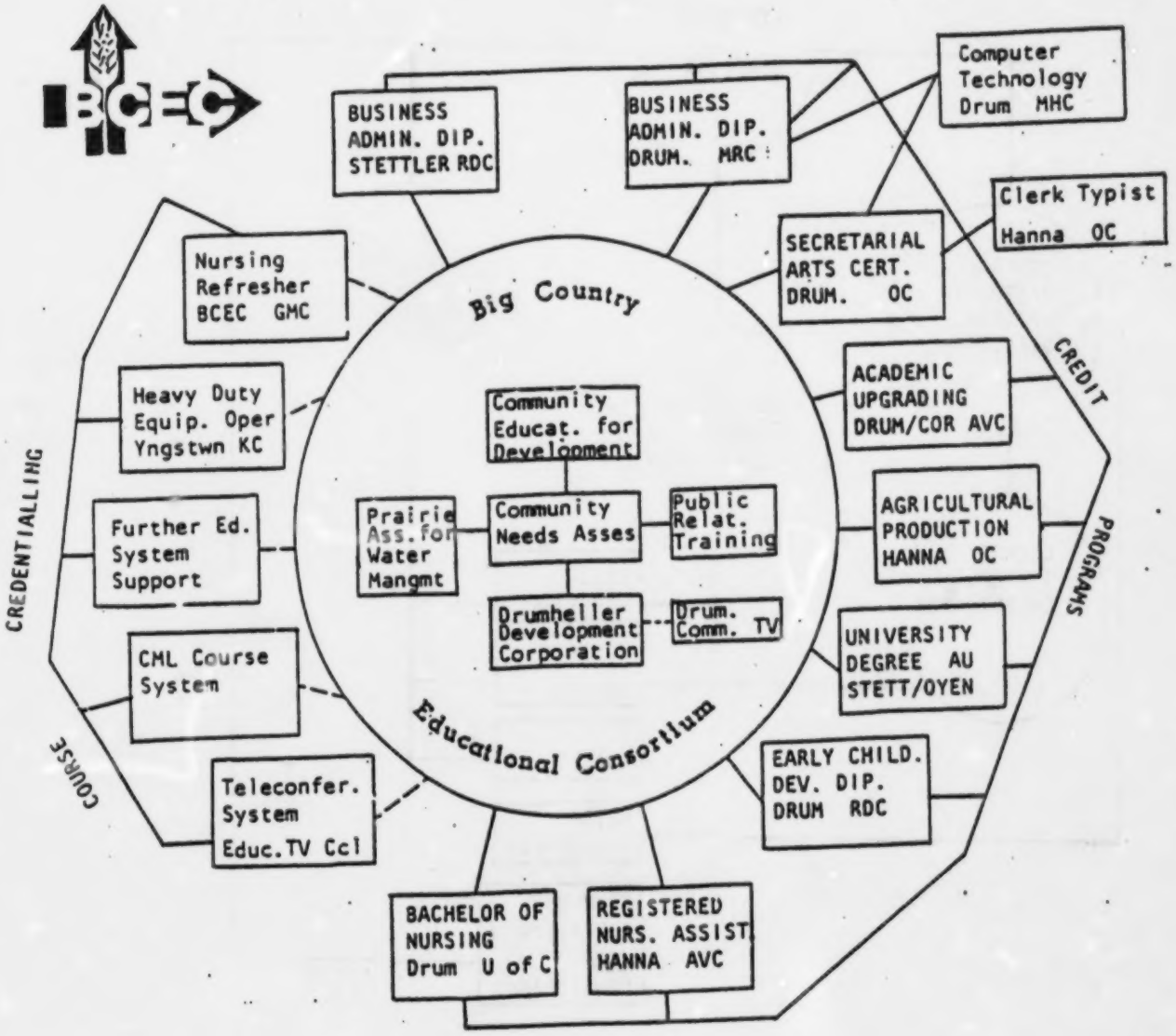
The Big Country Educational Consortium - The Community



Big Country Educational Consortium
A Rural Network

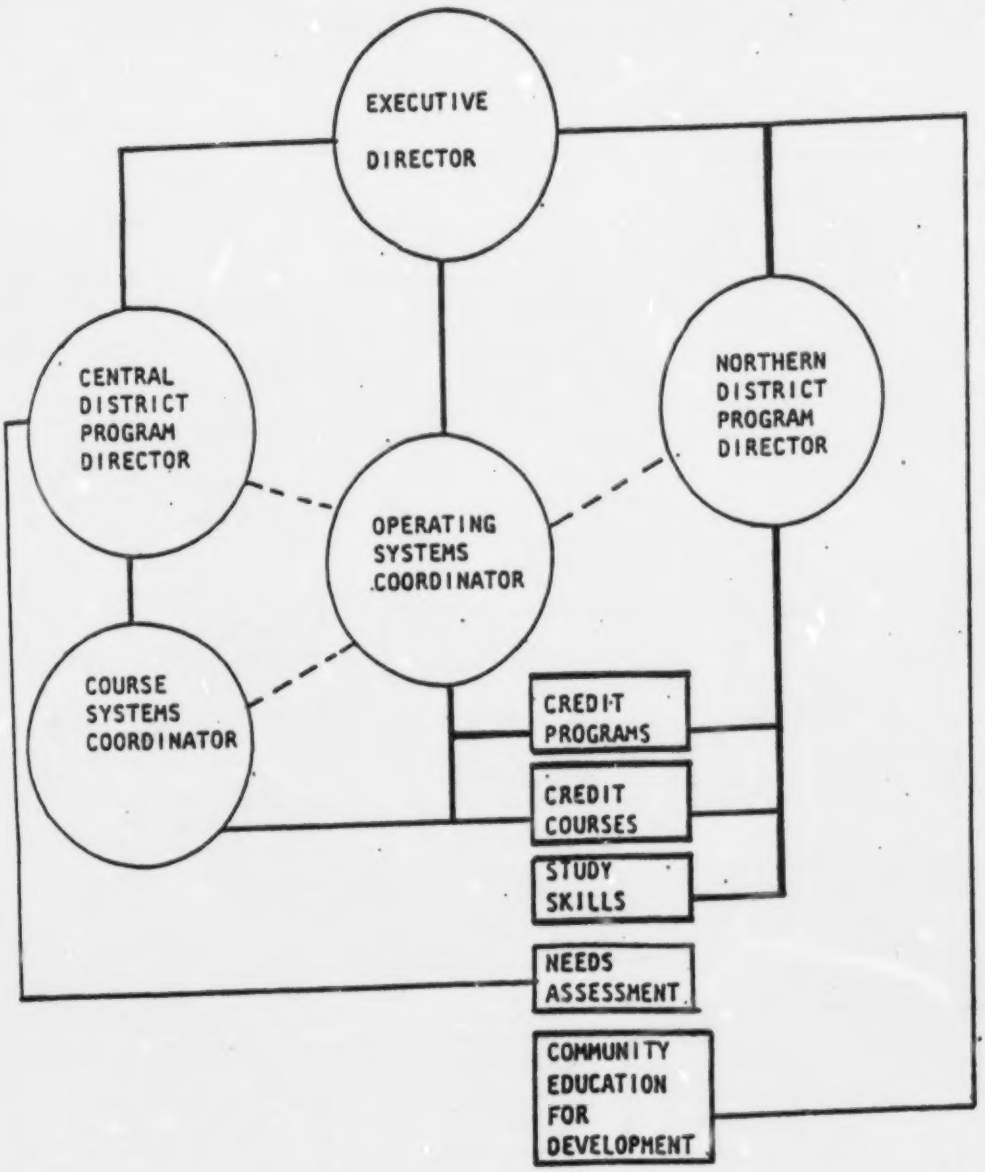


The Big Country Educational Consortium -



823-8300

BIG COUNTRY EDUCATIONAL CONSORTIUM
RAILWAY AVENUE AND FIFTH STREET EAST
BOX 419, DRUMHELLER
ALBERTA T0J 0Y0



Member Institutions: Alberta Vocational Centre, Athabasca University, Medicine Hat College, Mount Royal College, Olds College, Red Deer College, Southern Alberta Institute of Technology (SAIT), The University of Calgary.

THREE HILLS FURTHER EDUCATION COUNCIL BRIEF

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

MAY 7, 1984

BRIEF TO MINITSTER'S ADVISORY COMMITTEE ON FURTHER EDUCATION

Three Hills Further Education Council is pleased to be able to present this brief to the Minister's Advisory Committee on Further Education.

We would like to stress the importance of non-credit programming. Courses such as macrame, social dancing, art for interest sake, and many others, may be called "frills". The people of Alberta need places to meet with each other, both socially and in learning situations. One facet is as important as another.

We would like to protect and continue what we have been offering, and do not want to see any swing to credit courses only!

Universities and Colleges will continue to offer instruction in credit courses at their institutions and as far afield as possible, but semi-rural and rural areas in particular need a continuation of life fulfillment courses. Life fulfillment goes far beyond book learning. It is also realized that non-credit programming relies heavily on volunteerism and could not get along without its many dedicated volunteers. The use of volunteers in administering programs is a cost reducing factor and they provide a real service to each local community.

We look forward to your continued support and recommendation to the Minister supporting the continuation of non-credit programs without any major changes in policies.

Respectfully submitted,
Three Hills Further Education Council

Joan Cunningham, Chairperson
Marina Adrian, Coordinator

CALGARY FURTHER EDUCATION COUNCIL BRIEF

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

MAY 7, 1984

THERE WAS AN OLD WOMAN WHO LIVED IN A SHOE
SHE HAD SO MANY CHILDREN SHE DIDN'T KNOW WHAT TO DO
SHE GAVE THEM SOME BROTH WITHOUT ANY BREAD
AND WHIPPED THEM ALL SOUNDLY AND SENT THEM TO BED

If this brief appears, at the outset, to be whimsical in tone, please believe that it is meant to be serious in intent. The Minister's Advisory Committee on Further Education has undoubtedly invited hundreds of submissions, and those submissions will undoubtedly be filled with facts and figures that prove the need for Adult learning in Alberta, and the concurrent need for increased financial support. Since many of the agencies and institutions that make up the Calgary Further Education Council will also be making submissions, and since we depend upon those agencies for our facts and figures, a submission that repeats that data would be redundant. Consequently, we ask you to look upon this brief seriously in spite of the fact that we choose to express our concerns with the use of an allegory rather than hard data.

In 1975 Further Education Services began subsidizing Adult Education at the rate of $6.00 for regular general programs, $14.00 for literacy and second language programs and $30.00 for special programs. At that time there was no limit to the subsidization, and agencies were urged to expand their horizons to cover the needs of Albertans with a guarantee of full support. However, in 1979 the level of support was frozen with the installation of ceiling allotments for the members of Further Education Councils in Calgary and Edmonton. Similar ceilings were later installed for the other Further Education Councils in the Province. Although the $6.00 and $14.00 levels of subsidy were later raised to $8.00 and $16.00 respectively, in many cases this increased support was purely hypothetical. Many agencies were offering such a wide variety and number of programs that the increase in hourly support simply could not be accommodated within the limits of the ceiling allotment. The levels of support are not $8.00, $16.00 and $30.00 but on the average something closer to $6.00 per instructional hour. In one case in Calgary the actual level of support is closer to $4.25.

Since 1975, instructor costs have increased 50 to 100 percent, newspaper advertising has increased 300 percent, paper costs have doubled, administration costs have doubled, and mailing costs have tripled. However, over the same period Further Education Services support has not increased; if anything, it has become less.

The Calgary Further Education Council is presently made up of 22 institutions, agencies and societies.* This represents perhaps one third of the potential membership in Calgary, if we include all the ethnic societies, senior's groups, Government agencies etc. that are presently programming for adults, or hope to begin programming. Inclusion of groups such as community leagues would double that figure again. There is no question that these groups are programming, and should be urged not only to continue, but to expand their programs, to satisfy the needs and wishes of Calgarians. Further Education Services has asked us to broaden our base to include as many of these groups as possible under the co-operative umbrella of the Calgary Further Education Council.

When an agency joins the Council they invariably discover a valuable potential (i.e. information sharing, creative programming ideas, inter-agency cooperation etc.), that is often as advantageous as the financial support. These other extras, however, are not the first reason for joining Council. The reason for joining is money.

In almost every case these agencies become aware of the mandate of Further Education Services; a mandate that promises financial support for their programs; financial support that has become disproportionately important as funds from other sources are withdrawn. However, Further Education Services can no longer promise support at acceptable levels. They too are finding that their resources are simply too small and spread too thin.

It seems obvious that when Further Education Services was created, the thinkers behind this imaginative plan were simply unaware of the scope and magnitude of Adult Learning in Alberta. It is easy to understand how they could underestimate the Adult Education needs of Albertans. It is more difficult to understand, however,

* (Some members represent not only their direct programming but the programming efforts of smaller community groups or co-sponsored programs)

why they have not responded with appropriate support when it is obvious that an important Department, with an overwhelming task, is inadequately funded. The problem will not go away.

The baby boom of the 50's has been guided through elementary and secondary schools, technical schools, colleges and universities. They have progressed to the level of Adult Learner at a time when the technology is growing at alarming rates. Their needs to continue to learn have never been as essential as they are today. Their learning demands are limited not only to career development, but to every level of leisure learning as well.

What, if anything, does all this have to do with the little "old woman who lived in a shoe"? Perhaps we are stretching the allegory but if our "old woman" were the Province of Alberta then all Government Departments and their dependent agencies take on the role of "so many children". There was once a time when large families were the key to financial success. Today, however, large families are a drain on the family's resources. It has been estimated that raising a child from birth through college graduation will cost approximately $150,000.00 in hard expenses. A child born in the 80's will cost much more! Inflation is a fact of life, and although some Governments claim that inflation is under control, they have never suggested that it has been abolished. It will always exist, in varying degrees perhaps, but it will continue, and Government support must at least keep up. No one ever claimed it was easy to be a good parent.

We understand that the Provincial Government has many children and all those children have needs. We understand also that Alberta's "pot of gold" is not as full as it was several years ago, so choices have to be made and priorities delineated. Some children will have porridge with cream, others will be given broth without bread and whipped and sent to bed. What is difficult to accept, is the low priority apparently being assigned to Education in this Province today.

It is not our intent to attack other Departments of Government that presently hold a position of favor. Such an attack would undoubtedly be pointless. What we urge instead is a re-evaluation of the importance of Education. In these hard times not only Adult Education, but all facets of Education, are more important than ever before.

We have in this province a separate "pot of gold" called the Heritage Fund. We are told that the purpose of the Heritage Fund is to provide for future generations of Albertans. This is, without doubt, a noble concept, and deserves recognition, as such, by all thinking Albertans. However, is there any single concept more important to future Albertans than Education. What better way is there to guarantee prosperity in the future than to make certain our Educational Standards are of the highest possible level today. We realize that the Heritage Fund is a target for many interest groups and it too is not a bottomless well. However, when decisions regarding the Heritage Fund are made, perhaps a closer look at Education, and its impact on the future, should be studied.

As representatives of the Calgary Further Education Council our first concern, is with Adult Education, and the ability of Further Education Services to fulfull its mandate. We urge the "old woman" to take a second look at that child in particular. As Educators, we are concerned with the future of all Education in Alberta. We would also urge the "old woman" to provide better care for all of her scholarly children.

COUNTY OF

MINBURN FURTHER EDUCATION COUNCIL BRIEF

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

MAY 7, 1984

BRIEF TO THE MINISTER'S ADVISORY COMMITTEE ON FURTHER EDUCATION

The County of Minburn Further Education Council is grateful for the opportunity to present this brief to the Minister's Advisory Committee on Further Education.

We believe that the importance of non-credit adult education to the people of Alberta is demonstrated by the tremendous per capita participation in Further Education courses, and by the energy and dedication of the many volunteers in the eighty-four Further Education Councils in Alberta.

We are convinced that the immediate response to community needs achieved by Alberta's Further Education Councils is possible only because of their unique local structures.

In the County of Minburn itself, the equivalent of almost twenty per cent of the population participated in the more than two thousand hours of programming offered in 1983 by the County of Minburn Further Education Council.

We are fulfilling an essential function in our county by fostering the creative talents of our adult population through visual and literary arts and handicrafts courses, as well as encouraging the constructive use of leisure time for many of our participants through personal interest instruction.

The County of Minburn Further Education Council is working to achieve even more participation by planning additional courses for our Senior Citizens who, as a result of longer life expectancies and better health care, are a vital force in the county. We also hope to offer more community and human development courses throughout our area. To help us reach these goals, the County of Minburn Further Education Council anticipates your strong support of Further Education in Alberta, and asks that you recommend to the Minister the continuation and encouragement of non-credit programming through the Further Education Councils of Alberta.

Respectfully submitted,

County of Minburn Further Education Council

Carol Hock, Chairman

Christine van Roodselaar, Coordinator

This brief was approved at the general meeting of the County of Minburn Further Education Council on April 5, 1984.

ROCKY VIEW FURTHER EDUCATION COUNCIL BRIEF

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

MAY 7, 1984

BRIEF PRESENTED TO THE

MINISTER'S ADVISORY COMMITTEE ON FURTHER EDUCATION

The Rocky View Further Education Council would like to thank the Minister's Advisory Committee on Further Education for the opportunity to present this brief. At this time, we would like to thank the Government of Alberta for recognizing the need for lifelong learning, and enabling us to provide this very worthwhile community service.

The Rocky View Further Education Council serves an area of approximately 1,600 square miles, with a total population of about 33,000. In the past three years we have run 534 courses to 7,285 students, for a total of 6,639 hours of instruction.

An interesting product of these statistics is that total student instructional hours during the period 1981 to 1983 inclusive were 48,265,115. A mimimum of 1,700 volunteer man hours was required to provide these courses in our area.

We ask that the Government continue to support these programs.

Respectfully submitted,

Rocky View Further Education Council

Copies of letters attached.

April 16, 1984

To Whom It May Concern:

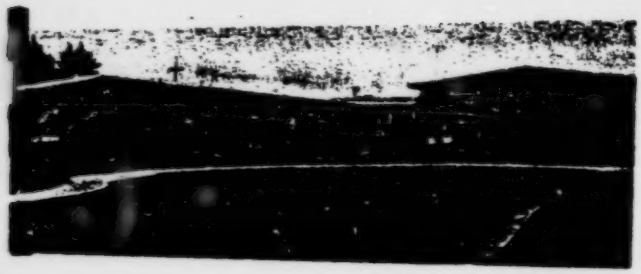
We would like to express our sincere thanks to the Rocky View Further Education Council for sponsorship of our Senior's Exerwise Program held at the Diamond Jubilee Manor in Airdrie.

The classes not only improve our physical well-being but we also benefit from the social aspects of the program. Through the discussions that follow the exercises we have learned about nutrition and other aspects of living a healthy life style.

Thank you once again.

Sincerely,

Nanny Hoglund
Lil Kemp
Bert Holmes
S. Svanberg
Marian A. Holmes.
Arleigh Haynes.
Evelyn Svanberg
Margo Sinclair



THE ROCKYVIEW FOUNDATION

OFFICE OF THE SECRETARY-TREASURER

Box 159 Crossfield, Alberta TOM 0S0 Ph. 946-5615

PARTICIPATING MUNICIPALITIES: M.D. OF ROCKYVIEW NO. 44, VILLAGE OF AIRDRIE, VILLAGE OF BEISEKER, TOWN OF COCHRANE, VILLAGE OF CROSSFIELD, VILLAGE OF IRRICANA

April 16th, 1984.

TO WHOM IT MAY CONCERN:

Dear Sir or Madam:

As Matron of the Rocky View Lodge I would like to strongly recommend the continuation of the Craft lessons that we have had the pleasure of attending.

Many of the people in our Lodge simply did not have the means or the availability to learn crafts of any kind in their younger years. They have learned to China paint, work with clay, do ceramic work, learn paper tole, and many have learned that they are quite good with their hands when shown how and what to do. It has been a great learning experience for one and all.

They also have enjoyed the companionship of the other residents as they have worked together. I certainly hope that this Craft session will be available to us in the Fall.

Yours truly,

M. Zubick

(Mrs.) Marilyn Zubick,
- Matron -

THE ROCKYVIEW FOUNDATION

OFFICE OF THE SECRETARY-TREASURER

Box 159 Crossfield, Alberta TOM 0S0 Ph. 946-5615

PARTICIPATING MUNICIPALITIES: M.D. OF ROCKYVIEW NO. 44, VILLAGE OF AIRDRIE, VILLAGE OF BEISEKER, TOWN OF COCHRANE, VILLAGE OF CROSSFIELD, VILLAGE OF IRRICANA

April 16th, 1984.

TO WHOM IT MAY CONCERN:

We, the undersigned residents of the Rocky View Lodge in Crossfield, would like to state that we thoroughly enjoy the opportunity to learn new things at the Craft sessions that we now have. Many of us did not learn these things in our younger years as these classes were not available to country people especially.

We certainly hope these classes may be continued in the Fall.

Yours truly,

Genie Butler
Lil Jinks
Grace Whittaker
Hilda Frizzell
Martha Havens
Jean M Stevens
Ona Baxter
Olive Hansen
Mae Goat
Justina Simpson
Esther Richardson
Vera Dukamel
Annie Rowat
Mary Todd
Greg. Nelson
Ralph Daw
Rachel Pearson

April 6/84

Rocky View Further Education Committee
C/O Mrs. Glenda Berreth - Chairperson
Box 187 Beiseker, AB TOM OGO

Dear Mrs. Berreth,
The members of the Golden Years Town and Country Club are hopeful that the craft sessions extended to the members in the past can be repeated in the future.

The sessions are creative, offer fellowship of members, and thus reduce the boredom and lonelyness that many experience in the winter months.

Papaer tolling, ceramics, china painting, padded picture frames and notebooks are some of the crafts taught.

As well as learning "how to" participate in sessions an appreciation of others skills is gained.

For these reasons we would very much appreciate a continuation of the courses.

Yours truly,
Ruth Schmaltz, President

PEMBINA EDUCATIONAL CONSORTIUM BRIEF

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

MAY 7, 1984

The overheated economic growth of the late 1970's and early 1980's has cooled considerably. However, Albertans are still affected by constant change that seems to be worldwide. We cannot escape the effects of rapid technological change and related economic, political and social change. Change is not only constant, it is accelerating and that fact demands new solutions to new problems, new opportunities to achieve goals, some old, some new.

Alberta Advanced Education showed considerable imagination and courage when it implemented the Provincial Consortia. It was a commendable decision and we are optimistic that you will persist and give the Consortia sufficient time and resources to achieve an efficient and effective operating speed.

It must be admitted that there was considerable disappointment in the Pembina region when we were not awarded a technical school. There is a growing appreciation in the region for the innovative partnership you have established and called Pembina Educational Consortium.

It has a great deal of flexibility and potential for growth. In fact many prospective students are almost incredulous that well known institutions will take credit courses and programs out to rural Albertans in their own communities.

However as more and more students have successful learning experiences in the Consortium, they act as good will ambassadors. The testimony of satisfied students is the best advertising we have.

The Consortium with its focus on meeting the student in his/her situation and responding quickly to his/her needs engenders a very important attitude change in the learner.

The learner now realizes that he/she can get involved in meaningful learning that will be credentialled and recognized by employees in the community. This accessibility is extremely important to the students who perceived themselves as unsuccessful learners and who have had a certain fear and suspicion regarding educational institutions.

We are also pleased to work closely with Further Education Councils. Consortia and Further Education Councils are complementary. Therefore we are pleased that the Powerhouse Further Education Council in Drayton Valley, although governed by it's own Board, shares our building space and facilities. We are travelling in the same direction and we enjoy the mutually beneficial relationship.

There are more exciting developments for the Consortia on the horizon. The concept of the Consortium is being translated into valuable learning experiences. More and more students know it as the school of the second chance. The process that brings learner's dreams to reality, that gives them the experience "Yes I Can".

SUBMITTED BY:

ALAN DAY, VICE-CHAIRMAN
PEMBINA EDUCATIONAL CONSORTIUM
REGIONAL ADVISORY COMMITTEE

CHINCHAGA FURTHER EDUCATION COUNCIL BRIEF

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

MAY 7, 1984

On behalf of the members of the Chinchaga Further Education Council, we would like to thank the Minister's Advisory Committee for providing us the opportunity to present our submission.

We have two requests:

1. That provincial funding for Further Education be kept at the same level or increased.
2. That the policy guidelines governing how courses are funded remain as stated in the Further Education Policy Handbook. In particular, we are concerned with Departmental Statements that indicate certain craft-type courses (ie. macrame') and physical exercise courses may not be eligible for Further Education funding in the not too distant future.

Further Education Councils' successful decision-making in allocating local program grants is due to input at the grassroots level and is unique to the Province of Alberta.

We believe this decision-making regarding programming should remain at local Council level and recommendations be received from the Departmental level. Our community is benefitting from these type of programs, and we feel these courses should continue to be offered to our residents.

We agree that some courses can become self-supporting; however, we wish to adhere to the Further Education guideline that states: "It is seen as desirable by Advanced Education & Manpower that no interested Alberta citizen be deprived of the opportunity to participate in a Further Education program because of an inability to pay tuition or other participation costs". (excerpt P. 3 from Further Education Policy Handbook, 1981).

If some courses were placed on a cost-recovery basis, many of our community residents would find it financially difficult or even impossible to participate in many courses.

As well, we feel there are benefits to participation in such leisure activities.

Some statements from community members concerning the positive effects of Further Education courses, craft, physical exercise, etc. are as follows:

1. "Number of stress-related illnesses particularly in women has decreased greatly over the past winter" (statement from local doctor).
2. "The variety and number of courses offered gives everyone a choice to participate in what they like best".
3. "Thoroughly enjoyed and learned a great deal".
4. "Helps to pass the time during our long winters".

It should be pointed out that we are not condoning that only crafts and sports-related activities be offered in a community. Our Council has sponsored and supported many other types of courses as well. English as a Second Language, Basic Literacy, Cross-Cultural Seminars, Parent Effectiveness Training, Pastoral Care Workshops, and Assertiveness Training are just some examples of interpersonal skills training programs we have helped organize and/or financially sponsored.

However, we do argue that it is not only the interpersonal skills or humanistic courses that aid and encourage people to further their learning.

Often it is an evening out with other people, learning a new handicraft, talking and enjoying oneself that may expose a person to new educational experiences.

Our community is not ready for a rigid, exclusive fee schedule where cost recovery must be practiced.

Therefore we ask that no further consideration be given to changing Further Education policy to a total cost-recovery situation.

We appreciate the participation our local members, general public and agency participants alike, have in programming decisions. We have no difficulty adhering to present policy.

We urge you to represent these concerns to the Minister.

Thank you for your consideration.

Presented by:

Jean Leister
Chairperson,
Chinchaga Further Education Council
P.O. Box 866
HIGH LEVEL, AB
TOH IZO

LETTER FROM

GRIMSHAW/BERWYN FURTHER EDUCATION COUNCIL

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

MAY 7, 1984

April 25th, 1984

Mr. John Watters, Ph. D.,
Executive Secretary,
Ministers' Advisory Committee,
11160 Jasper Avenue,
Edmonton, Alberta.

Dear Mr. Watters,

It was brought to our attention that the Chinchaga Further Education Council was submitting a brief to your Committee regarding the function of, the need of, and the funding for our local further education councils.

We received a copy of the above mentioned brief today and we are behind every word 100%. Its' point less for me to elaborate on any of the subject matter because as far as the Grimshaw/Berwyn Further Education Council is concerned Jean has said it all and very well I might add.

It's our hope that these concerns will be presented to the Minister and carefully examined before any changes are made.

Thankyou!

Sincerely,

Sharon Szmata

Sharon Szmata,
Co-Ordinator,
Grimshaw/Berwyn Further Education Council.

Grimshaw/Berwyn Further Education Council Box 1220 Grimshaw, Alberta T0H 1W0 · 332-1110

LETTER FROM

CENTRAL PEACE FURTHER EDUCATION COUNCIL

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

MAY 7, 1984

Spirit River School Division No. 47

Box 99
SPIRIT RIVER, ALBERTA
T0H 3G0
Phone 864-3[illegible]

BLUEBERRY CREEK
BONANZA
EAGLESHAM
RYCROFT
SAVANNA
SPIRIT RIVER
WANHAM
WOKING

May 14, 1984

John Walters, Ph.D.
Executive Secretary
Minister's Advisory Committee on
Further Education
7th Floor, Devonian Building
11160 Jasper Avenue
Edmonton, Alberta
T5K OL1

Dear Mr. Walters:

On behalf of the Central Peace Further Education Council I would like to give our support to the brief that was presented to the Minister's Advisory Committee on Further Educatin by the Chinchaga Further Education Council in Jasper, May 7, 1984.

As another northern-rural council we have situations and concerns similar to the Chinchaga Further Education Council.

We also urge you to represent these concerns to the Minister.

Yours sincerely,

Dorothy Graham

Dorothy Graham, Coordinator
Central Peace Further Education Council

DG:ldz
cc. Jean Leister
Chinchaga Further Education Council
Box 866
High Level, Alberta
T0H 1X0

LETTER FROM

MANNING AND DISTRICT FURTHER EDUCATION COUNCIL

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

MAY 7, 1984

north peace adult education consortium

P.O. Box 35
Manning, Alberta
TOH 2MO
Phone: (403) 836-3405

May 22, 1984

John Watters, Ph.D
Executive Secretary
Minister's Advisory Committee on Further Education
7th Floor, Devonian Building,
11160 Jasper Avenue,
EDMONTON, ALTA.
T5K OL1

Dear Mr. Watters,

On behalf of the Manning and District Further Education Council, I am writing to indicate our support of the brief presented by the Chinchaga Further Education Council.

Our area is similar to that of the Chinchaga Council. The people in the north depend on Further Education much more than people who live in larger centres. We do not have the multitude of cultural activities or facilities available to those in urban centres and in larger rural centres. Further Education is very important to the people of our communities.

We therefore, also ask that the level of funding for Further Education Councils not be reduced. We are providing a very necessary and vital service to the people of our communities.

Sincerely,

Carolyn Rochon

Carolyn Rochon, Co-ordinator for
Manning and District Further Education Council

cc Jean Leister, Chinchaga Further Education Council

FURTHER EDUCATION PROGRAMS

CONTINUING EDUCATION SERVICES DEPARTMENT

CALGARY BOARD OF EDUCATION BRIEF

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

MAY 7, 1984

THE OPPORTUNITY TO ENRICH LIVES THROUGH LIFELONG LEARNING IS ESSENTIAL.

Thank you for the opportunity to present this brief to you on behalf of Further Education Programs, Continuing Education Services Department, Calgary Board of Education.

In presenting to you today, we believe that our opinions represent the views and concerns of many throughout the province.

Non-credit programs have been offered to Calgarians since 1898, responding in a variety of ways to economic, political and social crises. We have, as a Board mandate a policy which states the belief that citizens should have a continuing opportunity to raise academic qualifications, improve their skills, pursue learning through non-credit programs and a mission statement: "To Ensure Individual Student Development Through Effective Education".

The long history and subsequent growth in numbers and quality of programs offered through School Boards is a testimony in itself to the value of further education. People have responded in economic hard times and in periods of economic prosperity.

We realize there is no valid way of prioritizing further education programs and services. There is an enhancement and enrichment of lives that takes place in many ways, at any time and in many situations. Choices and outcomes are based on principles and values.

Personal motivation determines the importance and degree of needs of adults in seeking educational experiences. Needs/wants are complex value judgements.

We know that people engage in a learning experience at a turning point in their lives. It is often a turbulent, crisis time. The learning opportunities that they seek are related to these changes. Self-esteem and pleasure are strong secondary motivators. We are also all aware that students "vote with their feet"; they can and do opt out of experiences that do not meet their needs.

Let me highlight some of the reasons why people take courses and the outcomes identified by students:

1) To increase their skills and therefore employment potential.

"I took a drapery making course and really learned a lot.

My instructor and coordinator encouraged me to try teaching. I did and loved it! From that I went on to my own business. If it hadn't been for the learning and encouragement I got, I wouldn't be in this wonderful business of my own."

2) To accomplish a specific project that will improve the quality of their life.
"This cooking course not only taught me how to cook, but to eat better foods."

3) To meet people in a comfortable environment.
"I not only learned a lot, but I made many good friends. We are having a reunion soon to talk about taking another course together."

4) To increase awareness of the community they live in.
"I learned about resources and services available and ways we affect change through legislation." "We need prevention, not cure."

5) To be involved in an activity that will balance their lives, change their routine and reduce stress.
"By day I am an M.D., on Tuesday nights I am a welder! Thanks to Continuing Education."
"I am a senior citizen - these courses have brightened my life."

6) To be exposed to alternatives and options to deal with emotional, spiritual, financial and physical concerns.
"This program helped me decide on a career path." "You saved my marriage".

7) To be exposed to learning on a non-threatening level without the pressure of exams and grades.
"I never knew I could do anything outside my house, now I know I can do anything."

"This course really turned me on to learning. I am off to the university this fall."

8) To learn how to do it yourself.
" I have saved a lot of money and time by learning how to wallpaper my house right!"

9) To improve spousal/family relationships.
"Now we can talk to each other."

Continuing Education is one of the few programs of public service which is competitive in nature. Commerical enterprises compete with us in offering educational programs to sell their products. We must raise fees to accomodate higher costs. We are bound to comply to instructors salary levels set by the Staff Association agreement. Registration, advertising, support, supplies, equipment and other costs necessary to maintain courses amount to approximately $275.00 per course. The resulting cost per instructional hour per student is over $3.00. We have had to increase minimum enrollments and/or decrease hours of instruction to ensure costs are covered. We question whether we are ensuring quality because of these actions.

School Boards are confined to draw upon Advanced Education the limited funding through Further Education Services. We need to maintain our level of service. Increased costs and increased demands are not met if funding sources are capped or are in question. We hope there will not be a consequent cutback to major educational agencies when peripheral groups access funding through Further Education Services. These agencies often have access to other funding; use Further Education funding as a "topping off", or to replace funding cuts by those other funding sources.

We have identified needs in areas of Calgary not now being served. There is an urgency to deliver programs to those who cannot afford the fees: the unemployed, the lower socio-economic groups. Limited funding for non-credit education falls disproportionately on these groups. Our financial position does not allow for subsidies to serve

these groups nor to provide needed services such as child care and counselling. Most adults do not need large amounts of public money spent on their behalf for further education. Nearly two thirds of adult Albertans receive no benefit from monies spent on education except that which is spent on further education. We must be realistic, prepare for the future, not react to it. We, as in the past, will be creative in seeking ways to serve our public, but ask for assurance that funding will be creative, flexible and respondent to new and emerging needs.

Recommendations:

The following recommendations rise out of a concern that the value of lifelong learning must be recognized and supported. We recommend that the Minister:

1) Launch a publicity program to recognize the value of lifelong learning and a public recognition of what we do.

2) Conduct a provincial survey as did the Department of Education to determine needs and desired outcomes.

3) Study other bases of funding e.g. per capita.

4) Study the effectiveness of the use of the education dollar - credit vs. non-credit, the value of non-credit programs to the community, the consideration of parity funding with credit programs.

Summary

In summary, the Calgary Board of Education, Continuing Education Services Department has and will continue to recognize the value of non-credit lifelong learning experiences. The choices people make in further education are personal based on their own principles and values.

Our Department is recognized as a provider of direct programming in a wide range of topics and as an instigator of innovative approaches and ideas. We will continue to serve our public with flexibility and creativity. The recommendations we present to you, we believe, are emergent. We ask that you look upon these recommendations carefully, and as well, offer our expertise and experience in carrying out any research you recommend for funding.

RESPECTFULLY SUBMITTED,

Carol Blyth, Director
Further Education Programs
Continuing Education Services Department

NORTH CENTRAL LAKELANDS EDUCATION COMMITTEE BRIEF

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

MAY 7, 1984

North Central Lakelands Education Committee

FURTHER EDUCATION

Brief to the Minister's Advisory Committee of Further Education, May 7, 1984.

The North Central Lakelands Education Committee, Further Education Sub Committee, has several concerns. The Committee would like to address them and possibly offer a solution.

1. Designated Hosting Authority

The system of channelling money from Advanced Education through a school division and then onto a Further Education Council is very tedious. This has become a very cumbersome system in dire need of being streamlined. The school divisions may wish not to be involved in adult education as they feel their main area of responsibility is in educating children.

Solution: Money could come through a CVC, AVC, municipality, or councils could become societies and receive funds directly.

Benefits: The money is handled and administrated in the town the council operates in.

The council makes decisions regarding course offerings and administration procedures, not a separate body.

More local people become involved because they see it as a local initiative, not a "Big Government Committee".

Advanced Education communicates directly with the Further Education Councils without another body involved.

2. Funding

The funds from Advanced Education do not come through to the council until April or May. However, the council has been operating programs on what is left, if any, from last years budget from January to April or May. According to policy, councils budget from January to December. In reality what is happening is that when money comes from Advanced Education in April or May, councils then busily pay instructors who have already done courses for the previous four or five months. For the remaining months, courses are arranged for what money is left.

Other departments, when their year end comes, can still function and pay their employees without borrowing from other parties until their budgets are approved. However, in Further Educations' case, many school divisions are advancing money to their local further education councils, keeping them alive until budgets are forthcoming.

Solution: 1. Advance money in January

2. Change the council's fiscal year to coincide with that of the Department of Advanced Education.

Benefits: Instructors would be more willing to teach courses again if they knew they would get paid shortly after the courses finished.

It would relieve some of the pressure form the shoulders of the co-ordinator who is seen as the person ultimately responsible for paying the agency or intructor.

Respectfully submitted,

Madeline Bellerive; Chairperson,
North Central Lakelands Education Committee
Slave Lake

FACULTY OF CONTINUING EDUCATION

THE UNIVERSITY OF CALGARY BRIEF

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

MAY 7, 1984

In a speech to the Annual Convention of the Alberta Colleges Faculty Association in May, 1983 Desmond E. Berghofer, Assistant Deputy Minister, Alberta Advanced Education stated:

> The concept of lifelong learning has been a part of educational jargon for some time, but we have never really taken it seriously as a policy consideration. However, the pressure to do so is now clearly upon us, and I offer the following as a framework to guide such consideration. This framework recognizes that there is a core of education which should be made available to all in the early part of their lives. Beyond and around this core lies the need for three other kinds of ongoing educational opportunities:
> 1) Recurring educational activity related to vocational need.
> 2) Life enrichment education related to self-education.
> 3) Integrated educational activity related to social competence.

He went on to emphasize that the time has come to implement the model of lifelong learning not by replacing the present institutional system, but by bringing into play other learning resources that currently exist in our society.

In September 1983, Dean's Council at The University of Calgary considered and discussed "The Implementation of Educational Technology", Advanced Education Paper, September, 1983. Pointing out that technological advance results in changes not only in what is taught but also in how instruction takes place, this paper indicates educational technology offers great promise in improving the efficiency of the learning process and institutional resource sharing. The paper proposes a "possible solution" to the problem of ensuring the development of educational technology in Alberta through establishment of an Educational Technology Implementation Committee, representing all segments of the provincial educational community, for the purpose of

prioritizing, funding and evaluating projects and to set direction for post-secondary educational technology.

The paper concludes with the following statement:

> It has become abundantly clear that the "heady" days of rapid expansion have come to an end. Increasingly fiscal restraint will become a recurrent theme within all elements of education. Yet, as a consequence of technological and socio-economic change, more will be required and expected from the educational community. Rapid change in the workplace with its attendant dislocation will necessitate retraining, and demographic aging and socio-cultural change will encourage the development of lifelong learning. Educational technology has shown potential to play a significant role in addressing these needs. In order that this contribution is to be realized, and the new needs addressed, it is necessary to create an environment of support. Through the processes of inter-institutional collaboration, participatory decision-making and the pooling of the available resources perhaps much of this potential and promise will be realized.

The Faculty of Continuing Education at The University of Calgary is delighted to see this reaffirmation of commitment by the Government of Alberta to the advancement of continuing or lifelong education in our province. We are also pleased to see that the development of educational technology for the cost-effective delivery of educational programs to Albertans is currently receiving attention by Alberta Advanced Education.

Although there are many providers of continuing education throughout the province, Universities have a unique role to play. In addition to providing university-level programs to non-traditional learners, Universities must be active in basic and applied research and in the training and education of administrators and teachers in the discipline of continuing education.

Established in 1965 as the Division of Continuing Education, the Faculty of Continuing Education was granted Faculty status in 1977, "a

decision which indicated the University's increased commitment to continuing education and to the provision of lifelong learning opportunities both credit and non-credit" (GFC Meeting, April, 1971). In its less than twenty years' existence, the Faculty has earned a national reputation for excellence. Initiatives in professional development programs, senior citizens programs, women's programs, personal growth programs, adult education training programs and distance education systems development have been emulated at many Universities across the nation.

During this period of great upheaval in our society, it is important that the provincial government be sensitive to and supportive of the Universities' efforts to adjust to the ever-increasing demands placed upon them for leadership. Continuing education and outreach units such as the Faculty of Continuing Education must be permitted to continue to contribute in the coming years of social and economic change. Problems we will have to face include:

1) Disruptions caused by technological change and the associated accommodations of national, regional and local economies.

2) The requirement to serve an expanding base of older, non-traditional students in locations other than the university campus.

3) Development of the capability to respond rapidly to demands for new programs and services.

4) The need to participate in technology transfer through provision of upgrading and updating programs for professionals.

5) The ever-increasing disruption of the lives of individuals, families and groups caused by the rapid rate of change in our society.

Although there is much to be accomplished, there are indications that institutional support for University continuing education units may decrease rather than increase. In times of reduced resources and increased demands for traditional undergraduate and graduate programs, continuing education activities, perhaps expectedly, tend to be assigned a low priority. This trend must not be permitted to continue, for without the participation of the Universities, the government's attempt to implement the "model of lifelong learning" is unlikely to succeed.

Advanced Education must make every effort to:

1) inform University administrators and faculty alike of the importance of lifelong learning and the government's commitment to this enterprise.

2) invite the active participation by knowledgeable and expert members of the University community in the development of Further Education policy.

3) involve Universities in the development of educational technology and distant education delivery systems.

4) encourage applied and basic University research in continuing education and educational technology.

The Faculty of Continuing Education at The University of Calgary would welcome the opportunity to be active participants in the development of Alberta Advanced Education's initiative.

A.B. Hamilton, Dean
Faculty of Continuing Education

MOUNTAIN VIEW FURTHER EDUCATION COUNCIL BRIEF

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

MAY 7, 1984

BRIEF TO MINISTER'S ADVISORY COMMITTEE ON FURTHER EDUCATION

The Mountain View Further Education Council would like to bring to your attention their concerns regarding the continuance and funding of further education activities in the Province of Alberta.

According to Webster, the meaning of Further: additional, more and

Education: the techniques and practice of instruction

would support our understanding of Further Education which we understand to be furthering ones education, whether that be in learning, "how to sew" as a leisure time activity or "how to repair small engines" as an employment training benefit.

We feel we need to stress the importance of Further Education in the rural community as we do not have all the amenities of the urban centres, ie: recreational centres, pools, social service programs, and cultural activities.

These courses not only offer learning experiences but assist in developing socialization patterns and a communications network which is so very important in the rural community.

The Further Education funding is used, for the most part, to support programs that run a long period of time thus making the course fee reasonable to the participants.

The Mountain Further Education Council is attempting to make our courses viable at $1.00 per instructional hour and in doing so we will not need to press the government for an increase in our programming grant. However, at the same time we do not wish to see that grant reduced in any way.

At this time, we would like to bring to your attention how we attempt to help those who cannot afford further education courses in the County of

Mountain View. For several years Don Rix was the coordinator of the Continuing Education program at the College and was active in the development of the Mountain View Further Education Council. In appreciation of his dedication and efforts, a fund has been established to assist participants who require financial assistance in order to enroll. Applicants must be 18 years of age, up to and including Senior Citizens. Application for assistance is made to the Continuing Education Department, Further Education Programmer, Duncan Marshall Place, Olds College 556-8351. Applicants must live in the County of Mountain View.

We trust that you will support and carry our concerns forward to the Minister.

Respectfully submitted,

Mountain View Further Education Council

Bill Knibbs, Chairperson

Doris Dyer, Coordinator

EASTPARK EDUCATIONAL OPPORTUNITIES COUNCIL BRIEF

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

MAY 7, 1984

We are in our 10th year of successful operations. Our success is due to our excellent communications with the local sponsoring groups. The area representatives and agency people work in the community making sure we are meeting the needs of the local individuals.

We have one co-ordinator four days per week and a part-time secretary one and a half days per week. There were 56 courses funded by Eastpark Educational Opportunities Council with 3577 persons registering. This was up 1342 persons over 1982. There are 20 volunteers and agency people serving an area of 1408 square miles and a population of 4930. Of that number 2611 people are in rural settings. The total number of volunteer hours for 1983 was 4500 hours.

Our financing structure is made up of four funding bodies: two local School Boards, Family and Community Support Services (earmarked for Family Life Programming) and the Department of Advanced Education. Our operating budget was $43,522.00 for 1983. In 1984 we are working on a budget of $43,485.00. To help compensate we cut our Co-ordinator from a five day work week to a four day work week. Now she is working that extra day to keep up office duties.

Public relations plays a very important part in our community image. Due to the economic restraints our hours devoted to Public Relations out in the community will decline, in order that the necessary operations of our office can be maintained.

Over the past few years our involvement in Family Life Programming has increased, which, in turn, has increased the office work load. Although we receive funding from Family and Community Support Services to operate these programs it certainly does not cover the financial burden related to the secretarial work load.

The pressures on society are increasing and as the needs of our communities grow so do the needs of our local council. In a sparsely settled rural area like ours the availability of resource people is almost nil. The expense of having these professionals come into our community is very large. Our community, like many others in Alberta, should not have to be denied this exposure because of our size and location.

We are able to cope with the financial restrictions at this point. However, if funding is cut further the Adult Education in our Municipality will suffer.

We appreciate this opportunity to share some of our local concerns with you and are looking forward to your continuing support.

Respectfully submitted by:

Eastpark Educational
Opportunities Council

Prepared by:

Diana Almberg - Chairman
Sandra Breunig - 2nd Vice-Chairman
Gloria Nelson - Past Chairman

L.I.F.E. EDUCATION COUNCIL BRIEF

MEMBER OF THE

STRATHCONA FURTHER EDUCATION COUNCIL

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

MAY 7, 1984

BRIEF TO MINISTER'S ADVISORY COMMITTEE ON ADVANCED EDUCATION - April 24, 1984

PRESENTATION: A.A.C.E. CONFERENCE - May 7, 1984

TO: THE MINISTER'S ADVISORY COMMITTEE ON FURTHER EDUCATION, Department of Advanced Education

FROM: L.I.F.E. EDUCATION COUNCIL, member of the Strathcona Further Education Council

We commend the Department of Advanced Education for their recognition of the need for Adult Education to focus on the development of interpersonal skills. Due to the recession and increased leisure time, we are increasingly made aware of how people need to relate to and depend on other people. The skills required to relate successfully to others are not innate, nor are they always being learned through school or family. It has fallen in the hands of agencies such as Strathcona Family & Community Services to teach adults skills so they in turn can be effective members of their community. At the same time they will be able to model successful interpersonal skills to their children.

Finding competent instructors/facilitators/educators/teachers/leaders is very difficult. The scarcity of competent instructors in humanistic education leads us to believe in the necessity of establishing a standardized local and provincial system of training. This training could take many forms: diploma, certification or non-credit (e.g., the program developed by Parent Resource Unit to train parenting instructors).

Therefore, we recommend:

1. **that the department of Advanced Education develop and implement a local and provincial system for training instructors/facilitators in the field of adult education, focusing on interpersonal skills.**

It is important to recognize and reward an instructor for their qualifications. Paying an adequate fee to trained instructors provides incentive for others to become similarly qualified. To increase the numbers of qualified instructors available for teaching interpersonal skill development courses and to keep the fees within a range available to the general public, we recommend:

2. **that the grant per hour of instruction of interpersonal skills be increased automatically from $8.00 to $15.00 as proof that Further Education recognized the lack of interpersonal skills is a basic community social problem facing all Albertans.**

To illustrate the Department's commitment to the need for adult education focusing on interpersonal skills, and to enable hosting authorities to secure highly competent, trained instructors who can professionally deal with highly sensitive, personal materials and skills, we restate our two recommendations as conclusions:

Brief to Minister's Advisory Committee on Advanced Education

1. that the department of Advanced Education develop and implement a local and provincial system for training instructors/facilitators in the field of adult education, focusing on interpersonal skills.

2. that the grant per hour of instruction of interpersonal skills be increased automatically from $8.00 to $15.00 as proof that Further Education recognizes the lack of interpersonal skills is a basic community social problem facing all Albertans.

Jo'Anne Wispinski
Chairman, LIFE Education Council

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NEUTRAL HILLS FURTHER EDUCATION COUNCIL BRIEF

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

MAY 7, 1984

Neutral Hills School Division No. 16

P.O. Box 190
Consort, Alberta

Telephone:
577-3011

NEUTRAL HILLS FURTHER EDUCATION COUNCIL

April 11. 1984

Minister's Advisory Committee
On Further Education

We have heard rumors that some consideration is being given to deleting the non-credit courses from the further education program. In our opinion this would be disastrous to most of the councils in the rural areas. Only 1% of the courses that have been offered by our council since it was organized in 1979 have been of the credit variety.

Rural residents of the province do not have many other opportunities to take the life fulfillment, or life enrichment courses other than through the efforts of the local councils. On the other hand, urban residents often may take many courses by either special night or day classes at the universities, colleges or institutes in the cities in which they live.

Credit courses can often be taken by correspondence or by the teleconferencing programs. However, it must be remembered that access to teleconferencing is often limited by the distance having to be travelled. In our jurisdiction the most distant point from a teleconferencing centre is approximately 112 km. This in itself limits the usefulness of the teleconferencing programs.

The non-credit courses often bring together people of different ages and

backgrounds within the community and fosters a feeling of belonging, strengthening the sense of community. It also often provides an easy and readily available means of introduction to others in the community for newly arrived residents and brings them together in endeavors of similar interest. This can moderate the feeling of isolation some may find when moving from city to country, making the transition easier for them.

It is our strong opinion that if further education councils may not offer non-credit courses there will be very little need of them in the rural areas, and most would cease to exist.

For the above reasons we urge your committee to make a strong recommendation to the Minister that no changes in policy be implemented and that non-credit courses continue to be included in the program.

Yours truly,

Beulah Allison
Chairperson

Charlene White
Coordinator

BA/cw

SUBMISSION TO THE MACDONALD ROYAL COMMISSION

BY: DR. JOHN H. WOODS

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

MAY 7, 1984

EXECUTIVE SUMMARY

1. Many analysts believe that in our transition from an industrial-cum-resource economy to a more knowledge-based economy, striking technological innovation will be required, which, in its turn, could give rise to massive job dislocation and the need for unprecedented re-training.

2. If so, Canadian universities have a role to play, effective immediately.

3. On the principle that national retraining schemes require a mentally disciplined workforce, Faculties of Continuing Education should replace the concept of learning as leisure with the concept of learning as accredited, certified intellectual achievement.

4. On the principle that revolutionary technological innovation cannot be caused but only occasioned and fostered, and on the further principle that the needed new knowledge is best fostered by the cross-pollination of intellectual effort across subject and institutional boundaries, universities should enlarge their commitment to interdisciplinary studies and promote joint research activities in all areas in which new knowledge is likely to be found.

5. On the premise that the new economic order will abound with global implications, universities should, where applicable, adjust existing curricula to the requirements of global application and should encourage new programme developments in the area of global studies.

6. On the principle that institutions and individuals alike have a penchant for doing as they please, various forms of special encouragement should be provided as vigorously as common sense and academic freedom will allow.

1. THE NEW ERA

It is often said that much of the world is in the throes of a technological revolution at least as promising and devastating in prospect as was the Industrial Revolution in fact. On an apocalyptic interpretation of such events, contemporary institutions and norms will be swept away; whole economies will be radically re-defined; vast social groupings will either come apart or be traumatically disturbed; markets will be disrupted irremediably; the gap between rich and poor will enlarge; and nations-states will find themselves at risk of economic and social collapse if they fail to accommodate to the revolutionary potential for epochal improvements in human well-being. Moreover, accommodation will require that adequate notice be taken that the new era, towards which we are now hurtled, will dominantly be shaped and driven by at least two factors:

(1) the sundry transactions of humanity will be ever more global in nature and consequence;
(2) economic capital will be ever more knowledge-based.

It is averred that the means of our negotiation into the new era must include:

(a) spectacular innovations in technology; and
(b) massive re-definition and retraining of the workforce.

I have no competent basis for asserting to the Commissioners that the apocalyptic rendering of our future is correct. But I do believe that something important is underway and that something of its nature can be divined in futurological rhetoric. At least this much seems to me to be true. The economies of nations are in process of change so rapid and significant that failure to manage the transition can matter utterly for material, political and

social life. It follows that we must take careful measure of the received prescriptions for survival.

2. STRATEGIC PLANNING

I believe it to be of no use to remind ourselves that, on any large scale, most economic and manpower planning is too late to be effective, or too doctrinaire to be believed, or just plain wrong. It may be that there are those who can glimpse the future non-trivially; but the more important thing is that such people tend not to be believed or taken seriously enough for masses of people to be disciplined and guided by their prescience. Self-interest is not casually abandoned to the thralldom of grand economic targets, and people have a certain relish for making and re-making their own futures, bit by bit as it were. Prudence demands that the impulse towards strategic planning be conditioned by the clear recognition that in Canada, and elsewhere, people pretty much do as they please.

Still it is quite true that Canadian well-being requires bold and determined pursuit of revolutionary technological development. However, I enter a brief caveat: whatever the nature of Canada's transition to the new economic order, it is a passage she makes at great peril if it is forgotten that Canada's has not been an industrial economy in the classic sense. It has been and is and will be still an economy of natural resources which has made our small population rich beyond its industrial share.

Granting the need to innovate technologically, it is necessary to be aware of the imponderables of innovation, which cannot be ordered or summoned up as a hamburger with onions can. It lies in the nature of innovation to be surprising. It has been well said that innovation cannot be forced or caused or planned with any exactitude, since more often than not innovative research fails and

comes to nothing. Nevertheless such advances can be occasioned and fostered. Such fostering is best left fairly unstructured and should perhaps be guided by what we can learn from the Industrial Revolution. For example, much of the genius of the Birmingham revolution derived from the Lunar Society, founded in 1776. It numbered fourteen members, among them Wedgewood, Watt, Priestly and (Erasmus) Darwin, who met monthly when the moon was full (so that returning home in the night could more easily be negotiated).

The object of the Society was to keep each member informed about a wide variety of new developments in human enterprise. In monthly conversation new ideas, new hopes and maddening failures were shared, and a remarkable cross-pollination of knowledge took place, and was subsequently ventured upon in every sector of the Birmingham-based economy. These men were not establishment men. As non-conformists, they were denied entry to the institutions of Southern England, for which their talents and ambitions would otherwise have suited them.

The Lunar Society affords a good model for the occasioning of epochal innovation. The ideas which it shared were new and untried and had no settled place in established thought or practice. They bore no imprimatur from the officially-sanctioned institutions of learning and no recognition in the dominant interplay of capital and labour. Furthermore, they were ideas drawn from a motley of new interests and preoccupations, and their cross-pollination was, as we might say today, interdisciplinary.

The Lunar Society might, therefore, be likened to a think tank or research group of striking intellectual spaciousness, in which targets were very generally set, if set at all, and new knowledge was permitted to disclose its own potential for economic and social consequence. Here was a research arrangement in which there was an easy interplay between the most recherche of the emerging sciences

and their application to new patterns of industrial expression. Here one could find no place for the artificial separatism of pure theory and informed practice.

What this suggests is that in our own economic planning, innovation is most likely to prosper in richly interdisciplinary environments in which targets are set rather loosely, in which there is cordial interaction between the pure and the applied, and in which economic application is as often as not left as an ex post facto implication of discovery rather than an over-specific research target imposed before the fact.

3. IMPLICATIONS FOR UNIVERSITIES

Sir Adrian Cadbury, Chairman of Schweppes-Cadbury, recently told a meeting of the Association of Commonwealth Universities that "institutional arthritis" is inimical to innovation. Certainly the organization of our universities is one which encourages deep disciplinary specialization of a kind exotic enough to disarrange the lateral flow of essential new knowledge beyond subject boundaries.

The widespread disregard of interdisciplinary studies needs to be corrected. Undergraduates may have some chance of partially unboundaried access to broad intellectual ferment; but too often the graduate student is encouraged to slip into a coma of single-minded esoteric preoccupation, and the Assistant Professor may stand or fall as a credible researcher by the extent to which his work finds acceptance among his closest peers, to whom alone it is intelligible and for whom alone it is intended. There is a paradox in saying that research results are not knowledge unless they are known, but it is quite true, and the more widely known the more potent the knowledge.

Think tanks are at their best as much the brokers of knowledge as originators of it. At their best, think tanks provide for the introduction of new discovery to new discovery and the laminations that such acquaintanceships make possible. Chemistry, biology and social psychology need to be introduced to one another and to medicine and political theory. In such configurations, knowledge stands its best chance of explosive novelty and the enlargement of the human good.

Equally, knowledge which is got in the academy needs the systematic acquaintanceship of knowledge derived from pursuits elsewhere. The talented men and women of industry, commerce, finance, goverment and labour offer rich reciprocity to the university-based researcher, and he to them.

It is a pity, and perhaps worse, that in all sectors barriers exist against broad intellectual intercourse. The Lunar Society would have been a joke had Watt and Wedgewood decided that a scientist had nothing to say to a pot-maker. I believe that we must develop in our various sectors of intellectual work the Lunar ideal and make appropriate administrative arrangements for its realization.

4. MANPOWER

The apocalyptic description of our passage to the new era lays gloomy emphasis upon transitional wreckage. In particular, it is suggested that the transition from an industrial to an information-based economy will necessitate the retraining of the workforce on a massive scale, perhaps two or three times in an individual's working life; and that failure to be retrained will make for chronic and personally devasting unemployability.

In an effort to blunt the awful impact of permanent unemployability, some thinkers propose that we re-define such

notions as work and employment. I may be quite wrong, but I suspect that such semantic adjustments are for Alice in Wonderland, where a word may mean anything you wish it to. It is better, I think, to ready ourselves for retraining as a macro-phenomenon. It is clear at once that we are not now up to it. It is pointless and cruel even to imagine that Canadians are in general retrainable. We are not in shape for it. We lack the intellectual muscle-tone. We are out of shape mentally.

Canadians tend to regard matriculation and commencement as the completion and putting behind one of a unique phase of early development, never to be repeated, if one is lucky. There are exceptions, of course. Most of us, however, begin to lose our intellectual tone within weeks of graduation, and spend the rest of our lives in progressive mental flabbiness.

I say flatly that such a population cannot be retrained. I say this notwithstanding the impressive strides taken since World War Two in Continuing Education. We have more of it now than ever before, but by and large, it does not keep us fit; it merely keeps us occupied.

Many thinkers believe that Continuing Education programmes are and should be a rather refined form of leisure. Most programmes carry no academic credit; they tend to be taught by those with lesser qualifications than their "daytime" counterparts, and for whose services they are less well-paid. Continuing Education courses typically do not require anything like the sheer work of a credit course. That they can inform, edify, stimulate and amuse goes without saying; but, psychologically, they are not the real thing. They do not test our intellectual mettle in ways that anyone finds wholly convincing.

Canada would take a large step toward retrainability if the idea of Continuing Education as leisure could be transformed into the idea of Continuing Education as a hard, satisfying, certified accomplishment. It hardly matters, for retrainability, whether the young executive is doing some Latin or some calculus two nights a week; what matters is that he not be doing it just for fun. He needs to know whether he has passed or failed a course of quality.

Equally, employers everywhere, if they are to play their proper role in the transitions that lie ahead, should encourage all employees, whether by job description or otherwise, to take up some form of off-the-job intellectual work. It need not be academic work and it should not always lie too close to the heart of one's employment. It could be any form of activity for which the discipline of learning is required - anything from the classical guitar to a pilot's licence will do; anything in which competence is measured by appropriate methods of certification.

At the hub of this suggestion is this fundamental principle: the psychology of retraining under pressure is the psychology of putting yourself on the line mentally; and nothing short of putting ourselves on the line mentally will ready us for the trauma of job dislocation and retraining.

If the facile metaphor of lifelong learning is to be of genuine service, it needs to drive social practice in the direction of constant intellectual renewal.

If the new economic order is to be knowledge-based, then, the workforce must accustom itself to the acquisition of knowledge, and knowledgeability must be fostered as a basic qualification.

5. GLOBAL INTERDEPENDENCY

It is unfortunate that the notion of global interdependency is a cliche, for, as such, its utter importance is perhaps too easily over-looked. It is, in any event, an idea which should not be surrendered to the cranks and the ninnies and the merely sentimental idealists. Modern political and economic practice gives rise to consequences of vast complexity and reach. Whatever the final outcome of the so-called Greenhouse Effect, it is already apparent that the unabated burning of fossil fuels may well rearrange the world's ecology in ways that will produce new economic winners and losers on an unprecedented scale. If the world's climate in the next two decades cannot adequately support our present economic and social arrangements, a continued preoccupation with domestic solutions is off-target, and we will need to rethink the Crow and to revise the NEP in very much larger contexts.

The pity is that we have little solid know-how in teasing out global implications and less know-how still at making global accommodations. It is difficult enough to make the federated nation-state an effective instrument of social and economic organization. It is, in present circumstances, simply impossible to imagine by what new institutions to devise, not national policy, but world policies. There is not a single concept in the political science of nations that would not have to be thoroughly revised or abandoned in any transition to efficient global policy-making. Neither will our existing institutional manifestations of community (whether neighbourhood, city, province or country) stand up to the pressures of worldwide interdependencies. We need to learn to live in the world.

6. UNIVERSITIES AGAIN

It is useful to be reminded that the Industrial Revolution all but bypassed the universities of England. Those universities not only

had no monopoly on the new knowledge, it possessed little or none of it. Even now that they have come to terms with the industrial nature of of the societies which they seek to serve, they do not possess such a monopoly. More than one professor of electrical engineering has revivified himself during a sabbatical year in the Bell Laboratories. The new knowledge is quite simply everywhere, and if universities would wish to influence the transitions already underway, they should give some thought to six reforms that lie, or so I believe, within their capacity:

1. The commitment to interdisciplinary degree programmes should be strengthened. This involves relaxing our confidence in the primacy of the single subject and in the notion that genuine intellectual competence lies in the mastery of a single field.

2. There is a need to restore to a place of central importance in the curriculum the liberal education degree. It is necessary to have in large numbers men and women of judgement, analytical acumen, sensitivity and a certain intellectual spaciousness; men and women who know the languages and literatures of mankind, the historic unfolding of the great civilizations and their systems of thought, the logical foundations of critical reason, and the structure of scientific, philosophical and religious reflection. These are ways to enlarge the understanding, deepen the critical impulse, challenge the imagination, enhance the sensibility and refine the human spirit. These are the ways of hard thinking.

3. Faculties of Continuing Education should be refurbished and placed at the centre of university life. Courses and programmes should be created with great imagination and made available flexibly and generously. They should be

brilliantly taught and attended by procedures for credible and convincing certification.

4. Universities should amend their structures in ways that foster the cross-pollination of knowledge and intellectual congress across subject boundaries and beyond their own precincts. Exchanges between faculty members and talented persons from outside the university should be increased substantially. Knowledge should be sought out wherever it exists and brought into the intellectual mainstream of the academy.

5. If the new economic order is to displace much of the workforce, suddenly found to be unskilled, the research community should declare war on unskilledness, and it should be a daily occurrence to provoke such pedogogical successes as the one recently reported by the Vice-Chancellor of the University of Edinburgh. In Southeastern Scotland, the innumeracy rate was extremely high among youngsters in the 12 to 15 group age group. Researchers in the artificial intelligence unit and the Faculty of Education successfully modified a computer programme, and at the end of the research trial, eighty-five percent of the subject group were competent mathematicians.

6. The traditional academic subjects need to be revised in such ways as to make globality a mature area of research and analysis. Decision-theory must learn to do without its n-person zero-sum game (usually for small n, by the way);

> the concept of sovereignty needs to slip its nation-state moorings, and the fledgeling idea of global studies should be developed seriously. Concurrently, it should be made more possible for Canadian students to pursue some of their studies abroad and for university researchers to do likewise. Global sensitivies will not develop adequately until, as I say, we learn to live in the world.

In offering these modest proposals for reform, I am mindful of the desirability of doing something now to prepare for what lies in wait for us. It is important, therefore, that such changes are at least possible, but not without pain and discord. Adjustments to basal funding happen only with great difficulty. In the end, perhaps the more central question is not whether universities have the capacity for change but rather do they have the will?

SUBMISSION TO:

THE MACDONALD ROYAL COMMISSION
ON THE ECONOMIC UNION AND
DEVELOPMENT PROSPECTS
FOR CANADA

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LETHBRIDGE, ALBERTA

NOVEMBER 10

DRUMHELLER AND DISTRICT

FURTHER EDUCATION COUNCIL BRIEF

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

MAY 7, 1984

BRIEF TO MINISTERS' ADVISORY COMMITTEE ON FURTHER EDUCATION

The Drumheller & District Further Education Council welcomes the opportunity to present our views on Further Education to the Ministers' Advisory Committee.

It is our understanding that the Minister is currently reviewing all educational programs in Alberta, both credit and non-credit. Our Council has had the opportunity to view the impact of both of these types of adult educational options through our involvement with the Big Country Educational Consortium. As a result of our involvement, we encourage the continued support of the Department of Education in the offering of non-credit programs to our community.

Our Council provides non-credit educational programs to a diverse area--both rural and semi-rural. Obviously, our level of service would be dramatically affected if funding was adjusted downward. Further Education offers adult students a non-threatening learning environment; Courses are offered within the students own community. Additionally we offer a direct link for adult students to encourage their involvement in new course development.

Drumheller is fortunate to have a system which can offer both credit and non-credit courses through this community involvement concept. If Further Education funds were limited, we feel it would

be a severe loss to rural areas that could not maintain this community involvement through other insitutions ie. Consortia, University or Community College.

Rural Albertans deserve the opportunity of life long learning in both credit and non-credit courses; therefore, our Council urges the Minister to continue to support the community involvement concept provided through Further Education.

Respectfully submitted,

DRUMHELLER & DISTRICT FURTHER
EDUCATION COUNCIL

POOR

QUALITY

ORIGINAL